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ABSTRACT

This instructor's guide consists of four modules teacher educators can use in preparing prospective teachers to teach basic vocational education students. The modules cover the following topics: (1) characteristics of basic vocational education students or students at risk for dropping out of high school; (2) program requirements of the basic vocational education curriculum; (3) characteristics of effective educational programs designed for at-risk students; and (4) vocational evaluation and vocational counseling. Each module contains the following: an introduction; terminal and enabling objectives; references; suggested lesson development, including presentation steps linked to activities and instructional notes; and handouts or transparency masters. (KC)

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Basic Vocational Education

Teacher Training Manual

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Prepared by

Larry D.Thomas, Texas A&M University

Konnie K. Thomas, Texas A&M University

Michael Ash, Texas A&M University

June 30, 1990

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Module One

Characteristics of the Basic Vocational Education Student

Introduction

The purpose of the module is to assist vocational educators in describing the characteristics of students who drop out of high school. In that vocational educators instruct students who have varying ability, it is vital for educators to learn as much as they are able about the characteristics of basic vocational education students, or more broadly students at risk of dropping out of high school. With this knowledge instructors can better identify students who are at risk of dropping out of their schools and have empathy for some of their struggles. The intent of this material is not to focus on "labeling" or stereotyping basic vocational education students but rather to help educators in recognizing the unique characteristics these learner's may have and identifying the educational role teachers might play.

Objectives for Module One

Terminal Objective:

Upon completion of this module, the participant will be able to identify and describe the unique characteristics of basic vocational education students and the broader populations of students from which they may be selected.

Enabling Objectives:

Upon completion of this module the participant will be able to:

1. Identify the student descriptors of basic vocational education students.
2. Identify the three major catagories of special education students.
3. Identify the eight service catagories for handicapped students.
4. Identify the two service catagories for disadvantaged students.
5. Identify the two service catagories for limited english proficient students.
6. Identify the four catagories that identify "At-Risk" students in Texas.
7. Identify fourteen characteristics of student's at risk of dropping out of high school according to research.
8. Identify reasons male students give for dropping out of high school.
9. Identify reasons female students give for dropping out of high school.

References

American College Testing Program. (1978). In Keim, D. & Stevenson, A. A Model for Determination of Student Attrition: Causes and Trends. North Carolina: State Board of Education. RIVE control number 030680-81,81.

Colby, C.R., Wircenski, J.L. & Parrish, L.H. (1987). Vocational Special Needs Teacher Training Curriculum (Vols. I & II). Extension Instruction & Materials Center, The University of Texas at Austin, P.O. Box 7218, Austin TX 78713-7218. Stock No.: Sn 1051.

Mertens, D.M., Seitz P. & Cox, S. (1982). Vocational Education and the High School Dropout. Columbus, OH: The National Center for Research in Vocational Education

Parsons, James; Say, Elaine; & McNamara, James F. (1990). 1988-89 Student Dropout Research Project: An Aggregate Report of Nine Collaborative School Districts. Texas A&M School/University Research Collaborative.

Public Law 94-142. Education for all Handicapped Children Act of 1975.

Public Law 94-482. Education Amendments of 1976.

Public Law 98-199. Education of the Handicapped Act Amendments of 1983.

Resta, M. & Temple, J. (1978). Dropout Rates Among Students Enrolled in New Mexico Secondary Vocational Education Programs. Albuquerque, NM: Institute for Applied Research Services, University of New Mexico.

Rumberger, R. (1981). Why Kids Drop Out of High School. Stanford, CA: Institute for Research on Educational Finance and Governance.

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Weber, J. M. & Silvani-Lacey, C. (1983). Building Basic Skills: The Dropout. Columbus, OH: The National Center for Research in Vocational Education.

Suggested Lesson Development

Characteristics of the Basic Vocational Education Student

PRESENTATION STEPS	ACTIVITY
I. Introduction A. Terminal Objective Upon completion of this module, the participant will be able to identify and describe the unique characteristics of basic vocational education students and the broader populations of students from which they may be selected (Special Education & At-Risk). B. Enabling Objectives 1. Identify the student descriptors of basic vocational education students. 2. Identify the three major catagories of special education students. 3. Identify the eight service catagories for handicapped students. 4. Identify the two service catagories for disadvantaged students. 5. Identify the two service catagories for limited english proficient students. 6. Identify the four catagories that identify "At-Risk" students in Texas. 7. Identify fourteen characteristics of student's at risk of dropping out of high school according to research. 8. Identify reasons male students give for leaving high school. 9. Identify reasons female students give for leaving high school.	1. Ask particpants what types of students might be placed in their Basic Vocational Education classrooms. Classify their responses on the chalkboard and discuss the implications the characteristics of these disabilities have on instruction. 2. Distribute handout or use the overhead entitled **Objectives for Module One** found on page 3. Review the terminal and enabling objectives of Module One. Instructional Note: Try to lead the discussions in this module so the following conclusions can be made: • Everyone has strengths and weaknesses. • Due to their disability, learners may require special assistance to develop the student's vocational potential. • The vocational educator can help the student most by developing the learner's strengths. • All learners should be treated with dignity and respect.

Suggested Lesson Development

Characteristics of the Basic Vocational Education Student

1

PRESENTATION STEPS	ACTIVITY
II. Identify Basic Voctional Education Students A. A Basic Voctional Education Student Is: 1. 9th - 12th grade student 2. Is age 14 years or older 3. Is elgible for special education and has an Individualized Education Plan or 4. Is two or more years below grade level in reading and mathematics B. Special Education 1. Handicapped a. Mentally impaired b. Hard-of-hearing c. Deaf d. Speech imparied e. Visually handicapped f. Seriously emotionally disturbed g. Orthopedically impaired h. Other health impaired 2. Disadvantaged a. Academically disadvantaged b. Econonmically disadvantaged 3. Limited English Proficient a. Not born in U.S. b. Home language not English	1. Distribute handout or use the overhead entitled **A Basic Vocational Student Is:** found on page 9. Review the student elgibility criteria established by the Texas Education Agency. 2. Ask participants what instructional difficulties they might experience in classrooms with students who meet this criteria. 3. Note that all special education students with an Individualized Education Plan qualify for basic vocational education. 4. Ask participants to share their experiences with special education students at their school. Ask participants to emphasize *ability* rather than disability. 5. Distribute handout or use the overhead entitled **Catagories Of Special Education Students** found on page 10. Review the student elgibility catagories established by Public Law 94-142, Public Law 94-482 & Public Law 98-199. 6. Ask participants what instructional challenges they might experience in classrooms with students who meet this criteria. Consider using activities from Vocational Special Needs Teacher Training Curriculum, by Colby, C.R., Wircenski, J.L. & Parrish, L.H. 1987. Activities are in Module 3 Learning Characteristics. Pages M-3: SA-B through M-3: SA-M

PRESENTATION STEPS	ACTIVITY
C. At-Risk (One or more of the following} 1. Has not been promoted one or more times in grades 1-6 and continues to be unable to master the Essential Elements in grade 7 or higher. 2. Has skills that are 2 or more years behind grade level in reading or mathematics. 3. Has failed at least 2 courses in one or more semesters and is not expected to graduate within 4 years from the time the student entered the 9th grade. 4. Has failed 1 or more of the reading, writing or mathematic sections of the most recent Texas Educational Assessment of Minimum Skills (TEAMS) or Texas Assessment Achademic Skills (TAAS) beginning with the 7th grade.	1. Distribute handout or use the overhead entitled **Catagories of At-Risk High School Students in Texas** found on page 11. Review the student elgibility criteria established by the Texas Education Agency. 2. Ask participants what instructional difficulties they might experience in classrooms with students who meet this criteria. 3. Note that all At-Risk students do not qualify for Basic Vocational Education. Only students who are two or more years below grade level in reading **and** mathematics qualify. 4. Ask participants to share their experiences with students who are identified as "At-Risk" students at their school. Ask participants to emphasize *ability* rather than disability.

Suggested Lesson Development

Characteristics of the Basic Vocational Education Student

PRESENTATION STEPS	ACTIVITY
III. Characteristics of Dropouts A. Poor grades B. Low self-concept C. Overage for grade D. More males than females E. History of behavior problems F. Low math & reading scores G. History of school absenteeism H. Not served in a Individualized Education Plan program I. Low socioeconomic background J Employed full time while in school K. Not served in special education L. Inability to identify with other people M. Not on free or reduced lunch program	1. Distribute handout or use the overhead entitled **Characteristics of Dropouts** found on page 12. 2. Ask participants what instructional challenges they might experience in classrooms with students who meet this criteria. 3. Ask participants to share their experiences with students who are at risk of dropping out of their school. Ask participants to emphasize *ability* rather than disability. Instructional Note: Characteristics or identifying variables in research have shown up in a majority of a research sample. These characteristics may or may not reflect the dropout populaitons at individual school districts or the global population itself.

PRESENTATION STEPS	ACTIVITY
IV. Reasons male students give for dropping out of high school A. Suspended or expelled B. Needed to support family C. Substance abuse D. Overaged E. Poor Grades F. Didn't like school G. Needed work H. Didn't get along with teachers	1. Distribute handout or use the overhead entitled **Reasons Male Students Give for Dropping Out of High School** found on page 13. 2. Ask participants what instructional implications these reasons might have for their classroom. 3. Ask participants to share their experiences with male students who dropped out of high school. Ask participants to emphasize *ability* rather than disability.
V. Reasons female student give for dropping out of high school A. Pregnancy B. Needed work C. Didn't get along with teachers D. Marriage E. Didn't like school F. Substance abuse	4. Distribute handout or use the overhead entitled **Reasons Female Students Give for Dropping Out of High School** found on page 14. 5. Ask participants what instructional implications these reasons might have for their classroom. 6. Ask participants to share their experiences with female students who dropped out of high school. Ask participants to emphasize *ability* rather than disability.

A Basic Vocational Education Student Is:

- **In 9th through 12th grade and**
- **Is age 14 years or older and**
- **Is elgible for special education programs and has an Individualized Education Plan (IEP) or**
- **Is two or more years below grade level in reading and mathematics.**
- **Handicapped students will be those students typically served in the mainstream classes for over 50% of the day and receive special education support in a resource or content mastery classes.**

Reference:

Texas State Board of Education Rule 75.217 (j)

CATAGORIES OF SPECIAL EDUCATION STUDENTS

HANDICAPPED

- **MENTALLY IMPAIRED**
- **HARD-OF-HEARING**
- **DEAF**
- **SPEECH IMPAIRED**
- **VISUALLY HANDICAPPED**
- **SERIOUSLY EMOTIONALLY DISTURBED**
- **ORTHOPEDICALLY IMPAIRED**
- **OTHER HEALTH IMPAIRED**

DISADVANTAGED

- **ACADEMICALLY DISADVANTAGED**
- **ECONOMICALLY DISADVANTAGED**

LIMITED ENGLISH PROFICIENT

- **NOT BORN IN UNITED STATES**
- **HOME LANGUAGE NOT ENGLISH**

CATAGORIES OF AT RISK HIGH SCHOOL STUDENTS IN TEXAS

ONE OR MORE OF THE FOLLOWING

- **Has not been promoted one or more times in grades 1-6 and continues to be unable to master the essential elements in grade 7 or higher.**

- **Has skills that are 2 or more years behind grade level in reading or mathematics.**

- **Has failed at least 2 courses in one or more semesters and is not expected to graduate within 4 years from the time the student entered the 9th grade.**

- **Has failed 1 or more of the reading, writing, or mathematic sections of the most recent Texas Educational Assessment of Minimum Skills (TEAMS) or Texas Assessment of Academic Skills (TASS) beginning with the 7th grade.**

Characteristics of Dropouts

- Poor grades
- Low self-concept
- Overage for grade
- More males than females
- History of behavior problems
- Low math and reading scores
- History of school absenteeism
- Not served in a L.E.P. program
- Feel alienated and isolated
- Low socioeconomic background
- Employed full time while in school
- Are not served in special education
- Inability to identify with other people
- Not on free or reduced lunch program
- Enrolled in I.S.D. fewer than 3 years

References

Mertens, D.M., Seitz P. & Cox, S. (1982). Vocational Education and the High School Dropout. Columbus, OH: The National Center for Research in Vocational Education

Parsons, James; Say, Elaine; & McNamara, James F. (1990).1988-89 Student Dropout Research Project: An Aggregate Report of Nine Collaborative School Districts. Texas A&M School/University Research Collaborative.

Weber, J.M. & Silvani-Lacey (1983). Building Basic Skills: The Drop-out. Columbus, OH: The National Center for Research in Vocational Education

Warren, Toni & Batsche, Catherine (1985). The High School Drop Out: Vocational Education Can Help. Illinois State Board of Education: Department of Adult, Vocational and Technical Education.

Reasons Male Students Give For Dropping Out of High School

- Suspended or expelled
- Poor grades
- Needed to support family
- Didn't like school
- Substance abuse
- Needed work
- Overaged
- Didn't get along with teachers

References

American College Testing Program. (1978). In Keim, D. & Stevenson, A. A Model for Determination of Student Attrition: Causes and Trends. North Carolina: State Board of Education. RIVE control number 030680-81,81.

Parsons, James; Say, Elaine; & McNamara, James F. (1990).1988-89 Student Dropout Research Project: An Aggregate Report of Nine Collaborative School Districts. Texas A&M School/University Research Collaborative.

Resta, M. & Temple, J. (1978). Dropout Rates Among Students Enrolled in New Mexico Secondary Vocational Education Programs. Albuquerque, NM: Institute for Applied Research Services, University of New Mexico.

Rumberger, R. (1981). Why Kids Drop Out of High School. Stanford, CA: Institute for Research on Educational Finance and Governance.

Warren, Toni & Batsche, Catherine (1985). The High School Drop Out: Vocational Education Can Help. Illinois State Board of Education: Department of Adult, Vocational and Technical Education.

Reasons Female Students Give For Dropping Out of High School

- **Pregnancy**
- **Marriage**
- **Needed work**
- **Didn't like school**
- **Didn't get along with teachers**
- **Substance Abuse**

References

American College Testing Program. (1978). In Keim, D. & Stevenson, A. A Model for Determination of Student Attrition: Causes and Trends. North Carolina: State Board of Education. RIVE control number 030680-81,81.

Parsons, James; Say, Elaine; & McNamara, James F. (1990). 1988-89 Student Dropout Research Project: An Aggregate Report of Nine Collaborative School Districts. Texas A&M School/University Research Collaborative.

Resta, M. & Temple, J. (1978). Dropout Rates Among Students Enrolled in New Mexico Secondary Vocational Education Programs. Albuquerque, NM: Institute for Applied Research Services, University of New Mexico.

Rumberger, R. (1981). Why Kids Drop Out of High School. Stanford, CA: Institute for Research on Educational Finance and Governance.

Warren, Toni & Batsche, Catherine (1985). The High School Drop Out: Vocational Education Can Help. Illinois State Board of Education: Department of Adult, Vocational and Technical Education.

Module Two

Basic Vocational Education Overview

Introduction

The purpose of the module is to assist vocational educators in identifying the specific program requirements of Basic Vocational Education and becoming familiar with the Basic Vocational Education Curriculum. The specific program requirements covered in the module include: 1] course overview, 2] program components, and 3] the essential elements. The curriculum contains 12 units designed to assist the classroom teacher in the delivery of basic vocational skills to at-risk and special needs learners. The curriculum is intended to be integrated with information obtained from vocational interest surveys and vocational aptitude assessments and thus, offers an opportunity for the successful integration of vocational guidance based upon the comprehensive Texas model for vocational assessment (Texas Education Agency, 1980, 1985; Kapes, Parrish, Vansickle & Vansickle, 1988). The lessons in this manual are intended to encourage at-risk and special needs learners to develop an awareness of the vocations available and to identify their vocational interests and aptitudes. In addition, it is hoped that the curriculum will assist students in refining employment skills which are generally necessary for job procurement and retention.

Objectives for Module Two

Terminal Objective:

Upon completion of this module, the participant will be able to identify and describe the essential components of Basic Vocational Education.

Enabling Objectives:

Upon completion of this module the participant will be able to:

1. Identify the Texas Education Agency's specific program requirements for Basic Vocational Education.

2. Identify the Texas Education Agency's essential elements for Basic Vocational Education.

3. Discuss the organization of the Basic Vocational Education Curriculum manual.

4. Identify the twelve instructional units of the Basic Vocational Education Curriculum.

5. Discuss the organizational components of the Resource Manual within the Basic Vocational Education Curriculum.

6. Identify the three student reference books used in the Basic Vocational Education Curriculum.

Suggested Lesson Development

Basic Vocational Education Overview

PRESENTATION STEPS	ACTIVITY
1	
I. Objectives for Module Two A. Terminal Objective: Upon completion of this module, the participant will be able to identify and describe the essential components of Basic Vocational Education. B. Enabling Objectives: Upon completion of this module the participant will be able to: 1. Identify the Texas Education Agency's specific program requirements for Basic Vocational Education. 2. Identify the Texas Education Agency's essential elements for Basic Vocational Education. 3. Discuss the organization of the Basic Vocational Education Curriculum manual. 4. Identify the twelve instructional units of the Basic Vocational Education Curriculum. 5. Discuss the organizational components of the Resource Manual within the Basic Vocational Education Curriculum. 6. Identify the three student reference books used in the Basic Vocational Education Curriculum.	1. Ask participants what type of students do they expect will be in their Basic Vocational Education class. List their response characteristics on the chalkboard. 2. Ask participants what they would like to teach these students in their vocational classroom. Write their responses on the chalkboard next to the student characteristcs listed previously. 3. Distribute a handout or use the overhead entitled **Objectives for Module Two** found on page 16. Review the terminal and enabling objectives of Module Two.

PRESENTATION STEPS	ACTIVITY
II. Rules And Essential Elements For Basic Vocational Education 75.217 Specific Program Requirements (j) **Basic Vocational Education** A. The Basic Vocational Education (BVE) course may be offered at grades 9-12 for students who are 14 years of age and older and who are eligible for special education programs and have an Individual Education Plan (IEP) or for students who are two or more years below grade level in reading and mathematics. The course shall be taught for one or two hours per day and shall be a full-year course. The program components shall include: 1. informal counseling and guidance; 2. instruction to include functional academic concepts as they relate to vocational education; 3. emphasis on employability skills and application of productive work habits and attitudes; 4. occupational awareness; 5. hands-on occupational exploration; and 6. vocational assessment of interests, abilities, needs and job readiness skills.	1. Distribute a handout or use the overhead entitled **Rules And Essential Elements For Basic Vocational Education** found on page 32. 2. Review the required student characteristics for Basic Vocational Education. Compare the Basic Vocational Education student characteristics with the expected characteristics participants gave eariler. 3. Review the course discription of Basic Vocational Education. Compare the Basic Vocational Education program components to what participants stated they would like to teach in their classrooms. 4. An important point to be made is that all "at-risk" or special education students who may benefit from Basic Vocational Education are not funded by the Texas Education Agency at this time (June, 1990). Clarify the student and program criteria established by the Texas Education Agency in Texas State Board of Education Rule 75.217(j).

PRESENTATION STEPS	ACTIVITY
B. Teachers assigned to the BVE class must have certification in one of the vocational education program areas and shall participate in the Central Education Agency sponsored workshop for beginning BVE teachers prior to teaching the course. C. Essential Elements 1. Basic Vocational Education (BVE) (one or two units) shall include selected common essential elements and shall include the following essential elements: a. Concepts and skills related to self awareness. The student shall be provided opportunities to: i. explore individual aptitudes, values, interests and career goals; ii. analyze personal traits identifying positive characteristics of one's self; iii. participate in formal assessment of their vocational interests, abilities and special needs; and iv. formulate and write an education plan leading to graduation and employment or continuing education.	1. Distribute a handout or use the overhead entitled **Basic Vocational Education Essential Elements** found on pages 33-36. 2. Ask participants what skills they would like to see Basic Vocational Education students learn as they address these essential elements in their classrooms. 3. Ask participants how they believe these essential elements will assist the Basic Vocational Education student.

PRESENTATION STEPS	ACTIVITY
b. Concepts and skills relating academics to vocational education. The student shall be provided opportunities to: i. integrate communication skills including reading, writing, speaking and listening into all assigned tasks; ii. integrate mathematics skills into consumer and budget problems; iii. identify and practice various methods of problem solving; iv. recognize how specific academic skills are transferable to specific vocational tasks; and v. identify and apply basic academic skills relevant to the duties of a variety of careers. c. Concepts and skills related to study habits. The student shall be provided opportunities to: i. understand principles related to time management and develop a time plan; ii. demonstrate effective learning habits and skills; iii. identify techniques for developing successful study habits; and iv. understand proven techniques to prepare for taking written tests.	continuation . . . 1. Distribute a handout or use the overhead entitled **Basic Vocational Education Essential Elements** found on pages 33-36. 2. Ask participants what skills they would like to see Basic Vocational Education students learn as they address these essential elements in their classrooms. 3. Ask participants how they believe these essential elements will assist the Basic Vocational Education student.

Suggested Lesson Development

Basic Vocational Education Overview

PRESENTATION STEPS	ACTIVITY
d. Concepts and skills associated with productive work habits, attitudes and employability skills. The students shall be provided opportunities to: i. identify effective methods to secure and terminate employment; ii. demonstrate dependability and punctuality; iii. understand productive work habits as they relate to school activities and holding a job; iv. explore attitudes related to following instructions and working under supervision; v. discuss personal social relationships with peers/co-workers; vi. explore the importance of work ethics and of developing a quality product; vii. recognize the importance of taking pride in the quality of work performed; viii. recognize the dignity of work; ix. develop skills in planning and organizing work; x. apply required methods and sequences when performing tasks; and xi. apply principles of time management and work simplification when performing assigned tasks.	continuation . . . 1. Distribute a handout or use the overhead entitled **Basic Vocational Education Essential Elements** found on pages 33-36. 2. Ask participants what skills they would like to see Basic Vocational Education students learn as they address these essential elements in their classrooms. 3. Ask participants how they believe these essential elements will assist the Basic Vocational Education student.

PRESENTATION STEPS	ACTIVITY
e. Concepts and skills related to consumer management. The student shall be provided opportunities to: i. identify personal priorities, goals and standards; ii. discuss job satisfaction and income as related to budget and standard of living; iii. understand principles related to budget, bank, and tax requirements; and iv. understand consumer finance, loans and credit cards. f. Concepts and skills associated with occupational awareness. The students shall be provided opportunities to: i. demonstrate an awareness of the United States Office of Education's job cluster classifications and career opportunities; ii. explore job titles which are of high personal interest; and iii. survey the vocational skill and academic competencies required for each occupation identified with high personal interest.	continuation . . . 1. Distribute a handout or use the overhead entitled **Basic Vocational Education Essential Elements** found on pages 33-36. 2. Ask participants what skills they would like to see Basic Vocational Education students learn as they address these essential elements in their classrooms. 3. Ask participants how they believe these essential elements will assist the Basic Vocational Education student.

PRESENTATION STEPS	ACTIVITY
g. Concept and skills related to occupational exploration and career decision making. The student shall be provided opportunities to: i. explore the specific vocational skills taught in the high school; ii. through cooperative arrangements, participate in visits to existing vocational laboratory facilities; iii. participate in hands-on exploration of vocational training available in the high school program; and iv. participate in visits to local business, industry and post-secondary institutions. h. Concepts and skills associated with human relations and personality development. The student shall be provided opportunities to: i. understand the importance of maintaining good health and proper appearance for effective job performance; ii. understand oneself and others; iii. exercise self-control; iv. accept and use criticism; v. recognize basic human relationships as they relate to business and success; and vi. demonstrate characteristics for successful work relationships.	continuation . . . 1. Distribute a handout or use the overhead entitled **Basic Vocational Education Essential Elements** found on pages 33-36. 2. Ask participants what skills they would like to see Basic Vocational Education students learn as they address these essential elements in their classrooms. 3. Ask participants how they believe these essential elements will assist the Basic Vocational Education student.

Suggested Lesson Development

Basic Vocational Education Overview

PRESENTATION STEPS	ACTIVITY
III. Organization of Manual A. Implementation Plan The implementation plan, contains information about the content and organization of the manual. B. Curriculum The curriculum contains twelve instructional units with a total of 95 lessons. C. Resource Manual The resource manual contains reference information of over 50 commercial and public resources reviewed in preparation for the development of the Basic Vocational Education curriculum. V. The twelve instructional units are: A. Vocational Awareness The first unit in this manual, Vocational Awareness, is designed to help students become aware of vocations which they personally find interesting. The lessons help students identify leisure interest, school interest, odd jobs, and vocations which appeal to them. B. Vocational Counseling This unit is designed to help students explore the counseling concepts of vocational interest and vocational aptitude. This chapter may be integrated with a comprehensive vocational assessment of each student. The unit contains two lessons, one on vocational interest and the other on vocational aptitude.	1. Distribute a handout or use the overhead entitled **Organization of Manual** found on page 37. 2. Briefly review the three major sections of the Basic Vocational Education curriculum manual. Instructional Note: • Seven study skill lessons were added in the 1990 revision. The first edition had only 88 lessons and did not include the study skills section. 3. Explain the the Implementation Plan section contains an overview of the organization of the manual. 4. Distribute a handout or use the overhead entitled **Twelve Instructional Units** found on pages 38-41. 5. Briefly review the Vocational Awareness unit in the Basic Vocational Education curriculum manual. The unit begins on page 1 of the Basic Vocational Education curriculum manual and ends on page 28. 6. Ask particpants to suggest some additional lessons that might be included in this section. 8. Review briefly the Vocational Counseling unit in the Basic Vocational Education curriculum manual. The unit begins on page 29 of the Basic Vocational Education curriculum manual and ends on page 35. 9. Ask particpants to suggest some additional lessons that might be included in this section.

PRESENTATION STEPS	ACTIVITY
C. Self Concept This unit, is designed to help students develop a strong self concept. The unit includes lessons which require students to identify and communicate positive personal characteristics.	1. Briefly review the Self Concept unit in the Basic Vocational Education curriculum manual. The unit begins on page 36 of the Basic Vocational Education curriculum manual and ends on page 50. 2. Ask particpants to suggest some additional lessons that might be included in this section.
D. Vocational Exploration This unit includes activities designed to help students become familiar with written resources which can help them explore the vocations they find interesting. The three written sources explored are the: 1] Dictionary of Occupational Titles, 2] Occupational Outlook Handbook, and 3] the Encyclopedia of Careers and Vocational Guidance. Field trips to actual job sites can easily be integrated into this unit.	3. Briefly review the Vocational Exploration unit in the Basic Vocational Education curriculum manual. The unit begins on page 51 of the Basic Vocational Education curriculum manual and ends on page 73. 4. Ask particpants to suggest some additional lessons that might be included in this section.
E. Functional Academics The fifth unit, Functional Academics, is designed to help students understand the functional role academic skills have in work settings. The lessons include vocabulary development, determining the main idea, sequencing events, attending to details, differentiating between fact & opinion, drawing conclusions, understanding charts, listening, giving and receiving feedback, completing math problems, obtaining information from graphs, and other general employment skills which can be practiced in the academic setting.	5. Briefly review the Functional Academics unit in the Basic Vocational Education curriculum manual. The unit begins on page 74 of the Basic Vocational Education curriculum manual and ends on page 134. 6. Ask particpants to suggest some additional lessons that might be included in this section.

PRESENTATION STEPS	ACTIVITY
F. Vocational Guidance This unit is designed to lead students through the process of exploring and planning their secondary and post-secondary education and training. The unit includes lessons which explore general employment skills, high school training opportunities, and post-secondary training opportunities. The concluding lessons assist students in planning their high school and post-secondary course work.	1. Briefly review the Vocational Guidance unit in the Basic Vocational Education curriculum manual. The unit begins on page 135 of the Basic Vocational Education curriculum manual and ends on page 167. 2. Ask particpants to suggest some additional lessons that might be included in this section.
G. Looking for Work The seventh unit is designed to help students develop skills necessary to search for employment. The unit includes lessons on newspapers and employment agencies, dress and hygiene, personal strengths and weaknesses, resume writing, formal business letters, employment applications, initial impressions, interviewing, and writing interview follow-up letters.	3. Briefly review the unit in the Basic Vocational Education curriculum manual entitled "Looking for Work". The unit begins on page 168 of the Basic Vocational Education curriculum manual and ends on page 212. 4. Ask particpants to suggest some additional lessons that might be included in this section.
H. Employment Forms Employment Forms is the eighth unit in the manual and is designed to familiarize students with many of the basic forms used in work settings. This unit includes lessons on benefits and pay check deductions, social security forms, the W-4 form, hour-rate pay schedules and time sheets.	5. Briefly review the Employment Forms unit in the Basic Vocational Education curriculum manual. The unit begins on page 213 of the Basic Vocational Education curriculum manual and ends on page 228. 6. Ask particpants to suggest some additional lessons that might be included in this section.

Suggested Lesson Development

Basic Vocational Education Overview

PRESENTATION STEPS	ACTIVITY
I. Work Habits and Attitudes The ninth unit in the manual is designed to help students develop successful work habits and attitudes. Lessons include arriving on time, grooming and hygiene, reporting to the boss, getting along with co-workers, identifying responsibilities, initiating conversation, responding when embarrassed, working under supervision, following instructions, asking for assistance, asking for permission, keeping busy, responding to errors, responding to praise and criticism, and meeting deadlines.	1. Briefly review the Work Habits and Attitudes unit in the Basic Vocational Education curriculum manual. The unit begins on page 229 of the Basic Vocational Education curriculum manual and ends on page 280. 2. Ask particpants to suggest some additional lessons that might be included in this section.
J. Working Relationships The tenth unit is designed to help students improve skills needed for effective interpersonal relationships. The lessons include activities to help students learn to 1) solve problems; 2) stand-up for their rights; 3) stand-up for the rights of others; 4) join, share, and negotiate; 5) resist persuasion; 6) cope with distractions and disruptions; 7) respond to teasing; 8) be honest and trustworthy; 9) respect property; 10) honor rules and authority; and 11) terminate employment.	3. Briefly review the Working Relationships unit in the Basic Vocational Education curriculum manual. The unit begins on page 281 of the Basic Vocational Education curriculum manual and ends on page 328. 4. Ask particpants to suggest some additional lessons that might be included in this section.

PRESENTATION STEPS	ACTIVITY
K. Money management The eleventh unit includes lessons designed to develop students money management skills. The lessons explore issues such as food, clothing &shelter; transportation; insurance; education; financial aid; retirement; budgeting; wage computation; banking & finance; and loans & credit cards.	1. Briefly review the Money Management unit in the Basic Vocational Education curriculum manual. The unit begins on page 329 of the Basic Vocational Education curriculum manual and ends on page 363. 2. Ask particpants to suggest some additional lessons that might be included in this section.
L. Study Skills The final unit includes lessons designed to assist students in developing better study habits. Some lessons target organization skills by helping students explore the use of six week schedules, weekly schedules and a daily homework planner. Other lessons help students oraganize materials better, listen more attentively, take better notes and develop skills for taking tests.	3. Briefly review the Study Skills unit in the Basic Vocational Education curriculum manual. The unit begins on page 364 of the Basic Vocational Education curriculum manual and ends on page 388. 4. Ask particpants to suggest some additional lessons that might be included in this section.

PRESENTATION STEPS	ACTIVITY
V. Organization of Curriculum A. Organization of Teacher Overview 1. Objectives contains the lesson's objective for the student. 2. Materials Needed contains a list of the materials needed to perform the lesson. 3. Methods Utilized contains a list of instructional methods used (i.e. fill in the blank). 4. Teacher Instructions contains step by step instructions for lesson implementation. 5. Worksheet Answers contains the answers to the worksheets used in the lesson.	1. Distribute a handout or use the overhead entitled **Organization of Curriculum** found on page 42. 2. Briefly discuss each of the 3 sections of the Curriculum section; the Teacher Overview, the Worksheets and the Handouts. 3. Distribute a handout or use the overhead entitled **Organization of Teacher Overview** found on page 43. 4. Briefly discuss each of the 5 sections of the Teacher Overview. Ask participants it they have any questions concerning the organization of the Teacher Overview. • Note that the purpose of the review of the organization of the curriculum is to assist educators in planning and ease of execution.
B. Organization of Worksheets 1. Worksheet Number 2. Lesson Number 3. Chapter Title 4. Lesson Title 5. Name 6. Date 7. Instructions 8. Assignment	1. Distribute a handout or use the overhead entitled **Organization of Worksheets** found on page 44. 2. Briefly discuss each of the 5 sections of the Worksheets. Ask participants if they have any questions concerning the organization of the Worksheets.

Suggested Lesson Development

Basic Vocational Education Overview

PRESENTATION STEPS	ACTIVITY
C. Organization of Handouts 1. Handout Number 2. Lesson Number 3. Chapter Title 4. Lesson Title 5. Information VI. Organization of the Resource Manual A. Curriculums Reviewed an alphabetical listing of the curriculums reviewed and their publishers. B. Review Information 1. a matrix which identifies, 2. presentation medium (i.e. written, audio/visual, audio cassette, visual film, computer), 3. target population (i.e. 7th & 8th, 9th - 12th, physically or academically handicapped), 4. reading grade level, and 5. date of curriculum's development. C. Addresses of Publishers an alphabetical listing of publishers and the addresses obtained from the article reviewed. D. Curriculum Objectives a numerical listing of lessons in Basic Vocational Education and their respective objectives.	1. Distribute a handout or use the overhead entitled **Organization of Handouts** found on page 45. 2. Briefly discuss each of the 5 sections of the Handouts. Ask participants it they have any questions concerning the organization of the Handouts. 3. Distribute a handout or use the overhead entitled **Organization of the Resource Manual** found on page 46. 4. Briefly discuss each of the 4 sections of the Curriculum section; 1) Curriculums Reviewed, 2) Review Information, 3) Addresses of Publishers, and 4) Curriculum Objectives.

PRESENTATION STEPS	ACTIVITY
VII. Curriculum Lessons & Essential Elements Matrix This is a matrix which matches each of the 95 lessons with the Basic Vocational Education Essential Element it addresses. These pages will aid educators in the formation of their lesson plans and assist them in organizing their sequence of lessons during the year. VIII. Student Reference Books A. Dictionary of Occupational Titles, fourth edition, (1977) U.S. Department of Labor: U.S. Employment Service. B. Occupational Outlook Handbook, (1986), U.S. Department of Labor: Bureau of Labor Statistics; Bulletin 2250. C. The Encyclopedia of Careers and Vocational Guidance, sixth ed. (1984). William E. Hopke, Editor in Chief; J.G. Ferguson Publishing Company, Chicago Illinois, Volumes I, II, III.	1. Distribute a handout or use an overhead entitled **Basic Vocational Education Lessons & Basic Vocational Education Essential Elements Matrix** found on pages 47-54. 2. Briefly discuss the matrix and note how useful it can be when making lesson plans and ensuring that each of the essential elements are addressed in each class. 3. Distribute a handout or use an overhead of **Student Reference Books** found on page 55. 4. Briefly discuss each of the books and ask participants if they would like to share some other resources they plan to use in their class. **Summary** Review the module by placing the overhead entitled **Objectives for Module Two** found on page 16. If a handoutof this page was used have participants refer the handout. Ask for volunteers to address each objective. Handouts or overheads can be used assist participants in recalling the information accurately.

RULES AND ESSENTIAL ELEMENTS FOR BASIC VOCATIONAL EDUCATION

75.217 Specific Program Requirements

(j) Basic Vocational Education

1. **The Basic Vocational Education (BVE) course may be offered at grades 9-12 for students who are 14 years of age and older and who are eligible for special education programs and have an Individual Education Plan (IEP) or for students who are two or more years below grade level in reading and mathematics. The course shall be taught for one or two hours per day and shall be a full-year course. The program components shall include:**

   A. **informal counseling and guidance;**

   B. **instruction to include functional academic concepts as they relate to vocational education;**

   C. **emphasis on employability skills and application of productive work habits and attitudes;**

   D. **occupational awareness;**

   E. **hands-on occupational exploration; and**

   F. **vocational assessment of interests, abilities, needs and job readiness skills.**

2. **Teachers assigned to the BVE class must have certification in one of the vocational education program areas and shall participate in the Central Education Agency sponsored workshop for beginning BVE teachers prior to teaching the course.**

Essential Elements

Basic Vocational Education (BVE) (one or two units) shall include selected common essential elements and shall include the following essential elements:

1. **Concepts and skills related to self awareness. The student shall be provided opportunities to:**
   - **A. explore individual aptitudes, values, interests and career goals;**
   - **B. analyze personal traits identifying positive characteristics of one's self;**
   - **C. participate in formal assessment of their vocational interests, abilities and special needs; and**
   - **D. formulate and write an education plan leading to graduation and employment or continuing education.**
2. **Concepts and skills relating academics to vocational education. The student shall be provided opportunities to:**
   - **A. integrate communication skills including reading, writing, speaking and listening into all assigned tasks;**
   - **B. integrate mathematics skills into consumer and budget problems;**
   - **C. identify and practice various methods of problem solving;**
   - **D. recognize how specific academic skills are transferable to specific vocational tasks; and**
   - **E. identify and apply basic academic skills relevant to the duties of a variety of careers.**

3. **Concepts and skills related to study habits. The student shall be provided opportunities to:**

   A. **understand principles related to time management and develop a time plan;**

   B. **demonstrate effective learning habits and skills;**

   C. **identify techniques for developing successful study habits; and**

   D. **understand proven techniques to prepare for taking written tests.**

4. **Concepts and skills associated with productive work habits, attitudes and employability skills. The students shall be provided opportunities to:**

   A. **identify effective methods to secure and terminate employment;**

   B. **demonstrate dependability and punctuality;**

   C. **understand productive work habits as they relate to school activities and holding a job;**

   D. **explore attitudes related to following instructions and working under supervision;**

   E. **discuss personal social relationships with peers/co-workers;**

   F. **explore the importance of work ethics and of developing a quality product;**

   G. **recognize the importance of taking pride in the quality of work performed;**

H. recognize the dignity of work;

I. develop skills in planning and organizing work;

J. apply required methods and sequences when performing tasks; and

K. apply principles of time management and work simplification when performing assigned tasks.

5. Concepts and skills related to consumer management. The student shall be provided opportunities to:

A. identify personal priorities, goals and standards;

B. discuss job satisfaction and income as related to budget and standard of living;

C. understand principles related to budget, bank, and tax requirements; and

D. understand consumer finance, loans and credit cards.

6. Concepts and skills associated with occupational awareness. The students shall be provided opportunities to:

A. demonstrate an awareness of the United States Office of Education's job cluster classifications and career opportunities;

B. explore job titles which are of high personal interest; and

C. survey the vocational skill and academic competencies required for each occupation identified with high personal interest.

RULES AND ESSENTIAL ELEMENTS FOR BASIC VOCATIONAL EDUCATION

7. **Concept and skills related to occupational exploration and career decision making. The student shall be provided opportunities to:**

   A. **explore the specific vocational skills taught in the high school;**

   B. **through cooperative arrangements, participate in visits to existing vocational laboratory facilities;**

   C. **participate in hands-on exploration of vocational training available in the high school program; and**

   D. **participate in visits to local business, industry and post-secondary institutions.**

8. **Concepts and skills associated with human relations and personality development. The student shall be provided opportunities to:**

   A. **understand the importance of maintaining good health and proper appearance for effective job performance;**

   B. **understand oneself and others;**

   C. **exercise self-control;**

   D. **accept and use criticism;**

   E. **recognize basic human relationships as they relate to business and success; and**

   F. **demonstrate characteristics for successful work relationships.**

Organization of Manual

Implementation Plan

- **The implementation plan, contains information about the content and organization of the manual.**

Curriculum

- **The curriculum contains twelve instructional units with a total of 95 lessons.**

Resource Manual

- **The resource manual contains reference information of over 50 commercial and public resources reviewed in preparation for the development of the Basic Vocational Education curriculum.**

The twelve instructional units are:

Vocational Awareness

The first unit in this manual, Vocational Awareness, is designed to help students become aware of vocations which they personally find interesting. The lessons help students identify leisure interest, school interest, odd jobs, and vocations which appeal to them.

Vocational Counseling

This unit is designed to help students explore the counseling concepts of vocational interest and vocational aptitude. This chapter may be integrated with a comprehensive vocational assessment of each student. The unit contains two lessons, one on vocational interest and the other on vocational aptitude.

Self Concept

This unit, is designed to help students develop a strong self concept. The unit includes lessons which require students to identify and communicate positive personal characteristics.

Vocational Exploration

This unit includes activities designed to help students become familiar with written resources which can help them explore the vocations they find interesting. The three written sources explored are the: 1] Dictionary of Occupational Titles, 2] Occupational Outlook Handbook, and 3] the Encyclopedia of Careers and Vocational Guidance. Field trips to actual job sites can easily be integrated into this unit.

The twelve instructional units are:

Functional Academics

The fifth unit, Functional Academics, is designed to help students understand the functional role academic skills have in work settings. The lessons include vocabulary development, determining the main idea, sequencing events, attending to details, differentiating between fact & opinion, drawing conclusions, understanding charts, listening, giving and receiving feedback, completing math problems, obtaining information from graphs, and other general employment skills which can be practiced in the academic setting.

Vocational Guidance

This unit is designed to lead students through the process of exploring and planning their secondary and post-secondary education and training. The unit includes lessons which explore general employment skills, high school training opportunities, and post-secondary training opportunities. The concluding lessons assist students in planning their high school and post-secondary course work.

Looking for Work

The seventh unit is designed to help students develop skills necessary to search for employment. The unit includes lessons on newspapers and employment agencies, dress and hygiene, personal strengths and weaknesses, resume writing, formal business letters, employment applications, initial impressions, interviewing, and writing interview follow-up letters.

The twelve instructional units are:

Employment Forms

Employment Forms is the eighth unit in the manual and is designed to familiarize students with many of the basic forms used in work settings. This unit includes lessons on benefits and pay check deductions, social security forms, the W-4 form, hour-rate pay schedules and time sheets.

Work Habits and Attitudes

The ninth unit in the manual is designed to help students develop successful work habits and attitudes. Lessons include arriving on time, grooming and hygiene, reporting to the boss, getting along with co-workers, identifying responsibilities, initiating conversation, responding when embarrassed, working under supervision, following instructions, asking for assistance, asking for permission, keeping busy, responding to errors, responding to praise and criticism, and meeting deadlines.

Working Relationships

The tenth unit is designed to help students improve skills needed for effective interpersonal relationships. The lessons include activities to help students learn to 1) solve problems; 2) stand-up for their rights; 3) stand-up for the rights of others; 4) join, share, and negotiate; 5) resist persuasion; 6) cope with distractions and disruptions; 7) respond to teasing; 8) be honest and trustworthy; 9) respect property; 10) honor rules and authority; and 11) terminate employment.

The twelve instructional units are:

Money management

The eleventh unit includes lessons designed to develop students money management skills. The lessons explore issues such as food, clothing &shelter; transportation; insurance; education; financial aid; retirement; budgeting; wage computation; banking & finance; and loans & credit cards.

Study Skills

The final unit includes lessons designed to assist students in developing better study habits. Some lessons target organization skills by helping students explore the use of six week schedules, weekly schedules and a daily homework planner. Other lessons help students oraganize materials better, listen more attentively, take better notes and develop skills for taking tests.

Organization of Curriculum

Teacher Overview

Worksheets

Handouts

Organization of Teacher Overview

Objectives

- **contains the lesson's objective for the student.**

Materials Needed

- **contains a list of the materials needed to perform the lesson.**

Methods Utilized

- **contains a list of instructional methods used (i.e. fill in the blank).**

Teacher Instructions

- **contains step by step instructions for lesson implementation.**

Worksheet Answers

- **contains the answers to the worksheets used in the lesson.**

Organization of Worksheets

Worksheet Number

Lesson Number

Chapter Title

Lesson Title

Name

Date

Instructions

Assignment

Organization of Handouts

Handout Number

Lesson Number

Chapter Title

Lesson Title

Information

Organization of the Resource Manual

Curriculums Reviewed

- **an alphabetical listing of the curriculums reviewed and their publishers.**

Review Information

- **a matrix which identifies**
- **presentation medium (i.e. written, audio/visual, audio cassette, visual film, computer),**
- **target population (i.e. 7th & 8th, 9th - 12th, physically or academically handicapped),**
- **reading grade level, and**
- **date of curriculum's development.**

Addresses of Publishers

- **an alphabetical listing of publishers and the addresses obtained from the article reviewed.**

Curriculum Objectives

- **a numerical listing of lessons in <u>Basic Vocational Education</u> and their respective objectives.**

Basic Vocational Education Lessons
& Basic Vocational Education Essential Elements Matrix

LESSON NO.	SELF AWARENESS				ACADEMICS & VOCATIONAL EDUCATION					STUDY HABITS			
	1	2	3	4	1	2	3	4	5	1	2	3	4
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Basic Vocational Education Lessons
& Basic Vocational Education Essential Elements Matrix

LESSON NO.	SELF AWARENESS				ACADEMICS & VOCATIONAL EDUCATION					STUDY HABITS			
	1	2	3	4	1	2	3	4	5	1	2	3	4
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94										•	•	•	•
95										•	•	•	•

Basic Vocational Education Lessons
& Basic Vocational Education Essential Elements Matrix

LESSON NO.	WORK HABITS, ATTITUDES & EMPLOYABILITY SKILLS										
	1	2	3	4	5	6	7	8	9	10	11
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Basic Vocational Education Lessons
& Basic Vocational Education Essential Elements Matrix

LESSON NO.	WORK HABITS, ATTITUDES & EMPLOYABILITY SKILLS										
	1	2	3	4	5	6	7	8	9	10	11
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Basic Vocational Education Lessons
& Basic Vocational Education Essential Elements Matrix

LESSON NO.	CONSUMER MANAGEMENT				OCCUPATIONAL AWARENESS			OCCUPATIONAL EXPLORATION & CAREER AWARENESS			
	1	2	3	4	1	2	3	1	2	3	4
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Basic Vocational Education Lessons
& Basic Vocational Education Essential Elements Matrix

LESSON NO.	CONSUMER MANAGEMENT				OCCUPATIONAL AWARENESS			OCCUPATIONAL EXPLORATION & CAREER AWARENESS			
	1	2	3	4	1	2	3	1	2	3	4
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Basic Vocational Education Lessons
& Basic Vocational Education Essential Elements Matrix

LESSON NO.	HUMAN RELATIONS & PERSONALITY DEVELOPMENT					
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Basic Vocational Education Lessons
& Basic Vocational Education Essential Elements Matrix

LESSON NO.	HUMAN RELATIONS & PERSONALITY DEVELOPMENT					
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Student Reference Books

- **Dictionary of Occupational Titles, fourth edition, (1977), U.S. Department of Labor: U.S. Employment Service.**

- **Occupational Outlook Handbook, (1986), U.S. Department of Labor: Bureau of Labor Statistics; Bulletin 2250.**

- **The Encyclopedia of Careers and Vocational Guidance, sixth ed. (1984), William E. Hopke, Editor in Chief; J.G. Ferguson Publishing Company, Chicago Illinois, Volumes I, II, III.**

Module Three

Characteristics of Effective Educational Programs

Introduction

The purpose of the module is to assist vocational educators in describing the characteristics of effective educational programs designed for students at risk of dropping out of high school. In that vocational educators instruct students who have varing ability, it is vital for educators to learn as much as they are able about the characteristics of effective educational programs designed to increase student retention. The intent of this material is to focus on teaching techniques and program components which were found to increase student retention. It is expected that educators will incorporate some of these factors into their basic vocational education programs.

Objectives for Module Three

Terminal Objective:

Upon completion of this module, the participant will be able to identify and describe the unique characteristics of effective educational programs which address the needs of basic vocational education students.

Enabling Objectives:

Upon completion of this module the participant will be able to:

1. Identify twelve factors students believe contribute to student retention in high school.
2. Identify sixteen effective teaching techniques found to have a positive impact on student retention.
3. Identify four affective characteristics effective student retention programs focus on.
4. Identify four content characteristics effective student retention programs incorporated.
5. Identify six teaching characteristics which characterized effective retention programs.
6. Identify eleven programmatic considerations that have been effective in reducing dropout rates.

References

Anderson, Sandra L. (1982, December). Turning Around Junior Highs in the District of Columbia. Educational Leadership.

Batsche, Catherine. (1985). Indicators of Effective Programming for School to Work Transition Skills Among Dropouts. The Journal for Vocational Special Needs Education, 7(3).

Carvell, F. & Carvell, J. (1981). A Study of the Non-traditional and Social Impact of Vocational Education on Individuals in Illinois. Springfield, IL: Illinois State Board of Education, Department of Adult, Vocational, and Technical Education.

Edmonds, Ronald. (1982, December). On School Improvement: A Conversation with Ronald Edmonds. Educational Leadership.

Lam, Y. & Wong, A. (1974). Attendance regularity of adult learners: An examination of content and structural factors. Adult Education, 24, 130-142.

Murphy, J. F., Weil, M., Hallinger, P., & Mitman, A. (1982, December). Academic Press: Translating High Expectations into School Policies and Classroom Practices. Educational Leadership.

Novak, J. & Dougherty, B. (1979). Dropout Prevention in Wisconsin, Volume 1: A Review of Programs and Activities. Madison, WI: University of Wisconsin-Madison, Wisconsin Vocational Studies Center.

Warren, Toni & Batsche, Catherine (1985). The High School Drop Out: Vocational Education Can Help. Illinois State Board of Education: Department of Adult, Vocational and Technical Education.

Weber, J. M. & Silvani-Lacey, C. (1983). Building Basic Skills: The Dropout. Columbus, OH: The National Center for Research in Vocational Education.

Suggested Lesson Development

Characteristics of Effective Educational Programs

PRESENTATION STEPS	ACTIVITY
I. Introduction A. Terminal Objective 1. Upon completion of this module, the participant will be able to identify and describe the unique characteristics of effective educational programs which address the needs of basic vocational students. B. Enabling Objectives 1. Identify twelve factors students believe contribute to student retention in high school. 2. Identify sixteen effective teaching techniques found to have a positive impact on student retention. 3. Identify four affective characteristics effective student retention programs focus on. 4. Identify four content characteristics effective student retention programs incorporated. 5. Identify six teaching characteristics which characterized effective retention programs. 6. Identify eleven programmatic considerations that have been effective in reducing dropout rates.	1. Ask participants what changes in their teaching style they might consider because of the student population they will find in their Basic Vocational Education class. 2. Distribute handout or use the overhead entitled **Objectives for Module Three** found on page 57. Review the terminal and enabling objectives of Module Three.

Suggested Lesson Development

Characteristics of Effective Educational Programs

PRESENTATION STEPS	ACTIVITY
II. Twelve factors that students say contribute to retention A. Financial aid B. Performance standards are clearly indicated C. Counseling services D. Rules are established and communicated E. Teachers are approachable F. Learning outcomes are clearly defined G. Support from other students H. Methods are appropriate for the task I. Realistic training related to jobs J. Program meets student expectations K. Teachers talk to students as equals L. Sequence of learning is defined and communicated	1. Distribute handout or use the overhead entitle **Twelve factors that students say contribute to retention** found on page 66. 2. Review each of the twelve factors and ask participants to suggest ways of implementing each of the factors in their school. 3. Have participants pretend they are coming to their school classroom for the first time. Which factors do they believe they would experience during the first day . . . week . . . month . . . year?

Suggested Lesson Development

Characteristics of Effective Educational Programs

PRESENTATION STEPS	ACTIVITY
III. Teaching Techniques found to have a positive impact on retention A. Establish rules and communicate them clearly to students. B. Identify learning outcomes and acceptable standards of performance; communicate this information to students so they know what is expected of them. C. Use instructional methods, procedures, and learning aids that are appropriate for the tasks being taught. D. Define a sequence of learning and communciate the steps leading to successful completion; post a written schedule of activities. E. Utilize positive reinforcement to increase the probability of appropriate behavior; utilize frequent and immediate reward systems. F. Relate learning activities to each student's career plan and goals. G. Develop rapport with students; communicate with them on a level that reflects respect for individuals. H. Simulate the work environment in the classroom; use a reward and consequence system used in the world of work.	1. Distibute handout or use the overhead entitled **Teaching Techniques found to have a positive impact on retention** found on pages 67-69. 2. Review each technique and have participants share how they might implement the teaching techniques in their classroom.

PRESENTATION STEPS	ACTIVITY
I. Provide students with information on how, when, and where to obtain assistance in areas such as counseling and financial aid. J. Encourage all students to participate in class discussions and demonstrations; utilize active questioning techniques. K. Select instructional objectives that are appropriate for each student. L. Design opportunities for students to succeed. M. Provide numerous opportunities for students to practice tasks in one area before moving on to new areas of instruction. N. Reward students for making acceptable progress -- not just for successful completion. O. Provide sufficient time for teacher-directed, structured practice before students begin to work on their own. P. Provide continuous, precise, and informative feedback to students as they perform tasks; don't just assign grades to complete projects.	continuation . . . 1. Distibute handout or use the overhead entitled **Teaching Techniques found to have a positive impact on retention** found on pages 67-69. 2. Review each technique and have participants share how they might implement the teaching techniques in their classroom.

Suggested Lesson Development

Characteristics of Effective Educational Programs

PRESENTATION STEPS	ACTIVITY
IV. Effective Program Components A. Affective Characteristics 1. Self-concept improvement 2. Interpersonal/life skills 3. Positive work attitudes 4. Motivation B. Content Characteristics 1. Work experience 2. Basic academic skills 3. Employability skills 4. Job training skills C. Teaching Characteristics 1. Rules were established and communicated 2. Performance standards were clearly communicated 3. Methods were appropriate for the tasks taught 4. Content met student expectations 5. Realistic training was provided 6. A sequence of learning was defined and communicated	1. Distribute handout or use the overhead entitled **Effective programs focused on the following affective characteristics** found on page 70. 2. Ask participants to discuss why affective characteristics might be an important component of their Basic Vocational Education program. 3. Distribute handout or use the overhead entitled **Effective programs incorporated the following content characteristics** found on page 71. 4. Ask participants to discuss which of these content characteristics might be an important component of their schools vocational education program and how Basic Vocational Education will fit into their total vocational program. 5. Distribute handout or use the overhead entitled **Effective programs were characterized by the following teaching techniques** found on page 72. 6. Ask participants to discuss how their school demonstrates these characteristics.

Suggested Lesson Development

Characteristics of Effective Educational Programs

PRESENTATION STEPS	ACTIVITY
V. Programmatic Considerations effective in reducing dropout rates A. Design courses that are realistic and representative of real life situations so that students can readily see the purpose and usefulness of what they are learning. B. Integrate instuction in math and communication skills into programmatic units rather than teaching them in isolated units. C. Create flexible scheduling alternative to accommodate students who need to work part-time while attending school. D. Provide for school to work transition skill development. Design the vocational program to emulate the conditions of the work environment. E. Evaluate programs to identify and correct potential problems that contribute to dropout rates. F. Involve potential dropouts in leadership activities through vocational organizations and class responsibilities. G. Involve students in small group work to encourage peer support and interaction. H. Incorporate activities into the curriculum to encourage self-concept development, increase motivation, and refine independent living skills.	1. Distribute handout or use the overhead entitled **Programmatic Considerations Effective in Reducing Dropout Rates** found on pages 73-75. 2. Ask participants to discuss which of these programmatic considerations they believe would be effective at their school.

Suggested Lesson Development

Characteristics of Effective Educational Programs

PRESENTATION STEPS	ACTIVITY
I. Conduct inservice activities to help teachers identify potential dropouts and ask them to select a student to give special attention during the school year. J. Define the mission of the program and obtain commitment to the mission from the students. K. Implement competency-based instruction to ensure: 1. learning outcomes are clearly defined 2. the sequence of learning is communicated 3. performance standards are clearly indicated 4. realistic training is related to jobs	continuation . . . 1. Distribute handout or use the overhead entitled **Programmatic Considerations Effective in Reducing Dropout Rates** found on pages 73-75. 2. Ask participants to discuss which of these programmatic considerations they believe would be effective at their school. **Summary** Review the module by placing the overhead entitled Objectives for Module Three found on page 57. If a handout of this page was used have participants refer to the handout. Ask for volunteers to address each objective. Handouts or overheads can be used to assist participants in recalling the information accurately.

Twelve factors that students say contribute to retention

- Financial aid
- Performance standards are clearly indicated
- Counseling services
- Rules are established and communicated
- Teachers are approachable
- Learning outcomes are clearly defined
- Support from other students
- Methods are appropriate for the task
- Realistic training related to jobs
- Program meets student expectations
- Teachers talk to students as equals
- Sequence of learning is defined and communicated

References

Batsche, Catherine. (1985). Indicators of Effective Programming for School to Work Transition Skills Among Dropouts. The Journal for Vocational Special Needs Education, 7(3).

Carvell, F. & Carvell, J. (1981). A Study of the Non-traditional and Social Impact of Vocational Education on Individuals in Illinois. Springfield, IL: Illinois State Board of Education, Department of Adult, Vocational, and Technical Education.

Lam, Y. & Wong, A. (1974). Attendance regularity of adult learners: An examination of content and structural factors. Adult Education, 24, 130-142.

Warren, Toni & Batsche, Catherine (1985). The High School Drop Out: Vocational Education Can Help. Illinois State Board of Education: Department of Adult, Vocational and Technical Education.

Teaching Techniques found to have a positive impact on retention.

- **Establish rules and communicate them clearly to students.**
- **Identify learning outcomes and acceptable standards of performance; communicate this information to students so they know what is expected of them.**
- **Use instructional methods, procedures, and learning aids that are appropriate for the tasks being taught.**
- **Define a sequence of learning and communicate the steps leading to successful completion; post a written schedule of activities.**
- **Utilize positive reinforcement to increase the probability of appropriate behavior; utilize frequent and immediate reward systems.**
- **Relate learning activities to each student's career plan and goals.**

References

Anderson, Sandra L. (1982, December). Turning Around Junior Highs in the District of Columbia. Educational Leadership.

Edmonds, Ronald. (1982, December). On School Improvement: A Conversation with Ronald Edmonds. Educational Leadership.

Murphy, J. F., Weil, M., Hallinger, P., & Mitman, A. (1982, December). Academic Press: Translating High Expectations into School Policies and Classroom Practices. Educational Leadership.

Teaching Techniques found to have a positive impact on retention.

- **Develop rapport with students; communicate with them on a level that reflects respect for individuals.**
- **Simulate the work environment in the classroom; use a reward and consequence system used in the world of work.**
- **Provide students with information on how, when, and where to obtain assistance in areas such as counseling and financial aid.**
- **Encourage all students to participate in class discussions and demonstrations; utilize active questioning techniques.**
- **Select instructional objectives that are appropriate for each student.**

References

Anderson, Sandra L. (1982, December). Turning Around Junior Highs in the District of Columbia. Educational Leadership.

Edmonds, Ronald. (1982, December). On School Improvement: A Conversation with Ronald Edmonds. Educational Leadership.

Murphy, J. F., Weil, M., Hallinger, P., & Mitman, A. (1982, December). Academic Press: Translating High Expectations into School Policies and Classroom Practices. Educational Leadership.

Teaching Techniques found to have a positive impact on retention.

- **Design opportunities for students to succeed.**
- **Provide numerous opportunities for students to practice tasks in one area before moving on to new areas of instruction.**
- **Reward students for making acceptable progress - not just for successful completion.**
- **Provide sufficient time for teacher-directed, structured practice before students begin to work on their own.**
- **Provide continuous, precise, and informative feedback to students as they perform tasks; don't just assign grades to complete projects.**

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Anderson, Sandra L. (1982, December). Turning Around Junior Highs in the District of Columbia. Educational Leadership.

Edmonds, Ronald. (1982, December). On School Improvement: A Conversation with Ronald Edmonds. Educational Leadership.

Murphy, J. F., Well, M., Hallinger, P., & Mitman, A. (1982, December). Academic Press: Translating High Expectations into School Policies and Classroom Practices. Educational Leadership.

Effective programs focused on the following affective characteristics:

- **Self-concept improvement**
- **Interpersonal/life skills**
- **Positive work attitudes**
- **Motivation**

References

Batsche, Catherine. (1985). Indicators of Effective Programming for School to Work Transition Skills Among Dropouts. The Journal for Vocational Special Needs Education. 7 (3).

Carvell, F. & Carvell, J (1981). A Study of the Non-traditional and Social Impact of Vocational Education on Individuals in Illinois. Springfield, IL: Illinois State Board of Education, Department of Adult, Vocational, and Technical Education.

Lam, Y. & Wong, A. (1974). Attendance regularity of adult learners: An examination of content and structural factors. Adult Education, 24, 130-142.

Warren, Toni & Batsche, Catherine (1985). The High School Drop Out: Vocational Education Can Help. Illinois State Board of Education: Department of Adult, Vocational and Technical Education.

Effective programs incorporated the following content characteristics:

- **Work experience**
- **Basic academic skills**
- **Employability skills**
- **Job training skills**

References

Batsche, Catherine. (1985). Indicators of Effective Programming for School to Work Transition Skills Among Dropouts. The Journal for Vocational Special Needs Education. 7 (3).

Carvell, F. & Carvell, J (1981). A Study of the Non-traditional and Social Impact of Vocational Education on Individuals in Illinois. Springfield, IL: Illinois State Board of Education, Department of Adult, Vocational, and Technical Education.

Lam, Y. & Wong, A. (1974). Attendance regularity of adult learners: An examination of content and structural factors. Adult Education, 24, 130-142.

Warren, Toni & Batsche, Catherine (1985). The High School Drop Out: Vocational Education Can Help. Illinois State Board of Education: Department of Adult, Vocational and Technical Education.

Effective programs were characterized by the following teaching techniques:

- Rules were established and communicated
- Performance standards were clearly communicated
- Methods were appropriate for the tasks taught
- Content met student expectations
- Realistic training was provided
- A sequence of learning was defined and communicated

References

Batsche, Catherine. (1985). Indicators of Effective Programming for School to Work Transition Skills Among Dropouts. The Journal for Vocational Special Needs Education. 7 (3).

Carvell, F. & Carvell, J (1981). A Study of the Non-traditional and Social Impact of Vocational Education on Individuals in Illinois. Springfield, IL: Illinois State Board of Education, Department of Adult, Vocational, and Technical Education.

Lam, Y. & Wong, A. (1974). Attendance regularity of adult learners: An examination of content and structural factors. Adult Education, 24, 130-142.

Warren, Toni & Batsche, Catherine (1985). The High School Drop Out: Vocational Education Can Help. Illinois State Board of Education: Department of Adult, Vocational and Technical Education.

Programmatic Considerations Effective in Reducing Dropout Rates

- **Design courses that are realistic and representative of real life situations so that students can readily see the purpose and usefulness of what they are learning.**
- **Integrate instruction in math and communication skills into programmatic units rather than teaching them in isolated units.**
- **Create flexible scheduling alternative to accommodate students who need to work part-time while attending school.**
- **Provide for school to work transition skill development. Design the vocational program to emulate the conditions of the work environment.**

References

Murphy, J. F., Weil, M., Hallinger, P. & Mitman, A. (1982, December). Academic Press: Translating High Expectations into School Policies and Classroom Practices. Educational Leadership.

Novak, J. & Dougherty, B. (1979). Dropout Prevention in Wisconsin, Volume 1: A Review of Programs and Activities. Madison, WI: University of Wisconsin-Madison, Wisconsin Vocational Studies Center.

Warren, Toni & Batsche, Catherine (1985). The High School Drop Out: Vocational Education Can Help. Illinois State Board of Education: Department of Adult, Vocational and Technical Education.

Weber, J. M. & Silvani-Lacey, C. (1983). Building Basic Skills: The Dropout. Columbus, OH: The National Center for Research in Vocational Education.

Programmatic Considerations Effective in Reducing Dropout Rates

- **Evaluate programs to identify and correct potential problems that contribute to dropout rates.**

- **Involve potential dropouts in leadership activities through vocational organizations and class responsibilities.**

- **Involve students in small group work to encourage peer support and interaction.**

- **Incorporate activities into the curriculum to encourage self-concept development, increase motivation, and refine independent living skills.**

References

Murphy, J. F., Weil, M., Hallinger, P. & Mitman, A. (1982, December). Academic Press: Translating High Expectations into School Policies and Classroom Practices. Educational Leadership.

Novak, J. & Dougherty, B. (1979). Dropout Prevention in Wisconsin, Volume 1: A Review of Programs and Activities. Madison, WI: University of Wisconsin-Madison, Wisconsin Vocational Studies Center.

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Weber, J. M. & Silvani-Lacey, C. (1983). Building Basic Skills: The Dropout. Columbus, OH: The National Center for Research in Vocational Education.

Programmatic Considerations Effective in Reducing Dropout Rates

- **Conduct inservice activities to help teachers identify potential dropouts and ask them to select a student to give special attention during the school year.**

- **Define the mission of the program and obtain commitment to the mission from the students.**

- **Implement competency-based instruction to ensure:**

  - **learning outcomes are clearly defined**
  - **the sequence of learning is communicated**
  - **performance standards are clearly indicated**
  - **realistic training is related to jobs**

References

Murphy, J. F., Weil, M., Hallinger, P. & Mitman, A. (1982, December). Academic Press: Translating High Expectations into School Policies and Classroom Practices. Educational Leadership.

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Weber, J. M. & Silvani-Lacey, C. (1983). Building Basic Skills: The Dropout. Columbus, OH: The National Center for Research in Vocational Education.

Module Four

Vocational Evaluation

and Vocational Counseling

Introduction

The vocational assessment and counseling process is a vital component in the successful identification, placement, and education of the Basic Vocational Education student. Although on going vocational assessments are likely to have begun in junior high school some of the students may find themselves receiving vocational counseling and guidance services for the first time. This module presents vocational growth from a developmental perspective and recognizes that Basic Vocational Education students will need guidance during this process. This module will assist the participant in becoming more aware of the importance of administering and directing the vocational assessment and counseling process. In addition, the participant will have a better understanding of his/her role as a vocational educator in this very important effort and the efforts of other key support personnel.

Objectives for Module Four

Terminal Objective:

Upon completion of this module, the participant will be able to identify and describe vocational assessment and counseling practices.

Enabling Objectives:

Upon completion of this module the participant will be able to:

1. Identify the four major categories of vocational development.
2. Discuss the information contained on a vocational assessment referral form.
3. Acknowledge the need to obtain consent to perform a vocational assessment.
4. Acknowledge the need to obtain a consent for the release of all confidential information.
5. Identify questions used during the parent interview of a vocational assessment.
6. Identify questions used during the student interview of a vocational assessment.
7. Identify the six major components of a student profile developed from vocational assessment information.

Suggested Lesson Development

Vocational Evaluation and Vocational Counseling

PRESENTATION STEPS	ACTIVITY
I. Introduction A. Terminal Objective Upon completion of this module, the participant will be able to identify and discuss vocational assessment and counseling practices. B. Enabling Objectives 1. Identify the four major categories of vocational development. 2. Discuss the information contained on a vocational assessment referral form. 3. Acknowledge the need to obtain consent to perform a vocational assessment. 4. Acknowledge the need to obtain a consent for the release of all confidential information. 5. Identify questions used during the parent interview of a vocational assessment. 6. Identify questions used during the student interview of a vocational assessment. 7. Identify the six major components of a student profile developed from vocational assessment information.	1. Ask participants what knowledage would they would like to have if they were going to make a career move next year. How would they go about obtaining this information. 2. Distribute a handout or use the overhead entitled **Objectives for Module Four** found on page 77. Review the terminal and enabling objectives of Module Four.

Suggested Lesson Development

Vocational Evaluation and Vocational Counseling

PRESENTATION STEPS	ACTIVITY
II. A Master Plan For Vocational Education Secondary And Post Secondary A. Mission of Public Education in Texas 1. Build knowledge base for lifelong learning. 2. Knowledge of citizenship and economic responsibilities. 3. Live and work in a changing future. 4. Awareness of a broad range of career opportunities and "occupationally relevant education". B. Basic Principles 1. Education must prepare for productive lives. 2. Prioritize academic foundations. 3. Bridge the gap between academic and vocational education. 4. Flexible curriculum. 5. Adaptable curriculum with emphasis on students with special needs. 6. Accountable system for developing career opportunities. 7. Curb adult illiteracy.	1. Distribute a handout or use the overhead entitled **A Master Plan For Vocational Education - Secondary And Post Secondary** found on page 104. 2. Review the Mission of Public Education in Texas and ask participants to discuss how Basic Vocational Education might aid in the progress of this mission. 3. Review the Basic Principles in the Master Plan and ask participants to discuss how Basic Vocational Education might aid in the establishment of these basic principles.

Suggested Lesson Development

Vocational Evaluation and Vocational Counseling

PRESENTATION STEPS	ACTIVITY
C. Post Secondary Master Plan for Vocational Education 1. Increase service to special needs populations through assessment, advisement, academic and career counseling, placement, and follow-up. 2. Provide an effective career development program including career information and planning data, counseling, academic and educational advisement, assessment and testing, placement, financial aid, and student and employer follow-up. 3. Provide an array of programs for target populations including the basic skills required for occupational goals and social/attitudinal skills that enhance employability. 4. Enhance student support services.	1. Review the Post Secondary Master Plan for Vocational Education and ask participants to discuss how Basic Vocational Education might prepare students to participate in this plan.

Suggested Lesson Development

Vocational Evaluation and Vocational Counseling

PRESENTATION STEPS	ACTIVITY
5. Increase the development for 2 + 2 programs in the following areas by 1991. Health Careers Education Business Technologies Agriculture Technologies Computer Technologies Engineer Technologies Personal and Protective Services Automated Manufacturing Technologies Transportation Technologies Telecommunications Construction Tech Food Tech	continuation . . . 1. Review the Post Secondary Master Plan for Vocational Education and ask participants to discuss how Basic Vocational Education might prepare students to participate in this plan.

PRESENTATION STEPS	ACTIVITY
III. Developmental Vocational Model A. Awareness 1. Students a. At-Risk b. Disadvantaged c. Handicapped d. Limited English Proficient 2. Activities a. Career Education Films b. Newspaper Articles c. Public Relations d. Special Education Classes B. Vocational Assessment 1. Interview a. Teacher b. Parent c. Student 2. Review School Records 3. Interest/General Aptitude a. APTICOM b. VALPAR-MESA c. OASIS 4. Observation a. Manual Dexterity b. Tools c. Following Directions d. Task Completion e. Interest Span	1. Distribute a handout or use the overhead found on page 106. The developmental vocational model addresses I. Awareness and II. Assessment. 2. Review the model and encourage participants to ask questions to ensure their understanding. Participants can also be asked to consider other student discriptors and activities which could have been included on this model. For instance "Basic Vocational Education" could have been used as a student discriptor.

PRESENTATION STEPS	ACTIVITY
5. Dept. of Rehabilitative Services 6. Vocational Aptitude Tests a. McCarron Dial b. Skills Assessment Module c. Career Ability Placement Survey 7. Interest Inventories a. California Occupational Preference Systems b. Career Assessment Survey Exploration c. [Becker] Reading Free Vocational Interest Inventory d. Pictorial Inventory of Careers 8. Counseling Assessment 9. Language Assessment 10. Attitude Assessment C. Orientation/Exploration 1. Assessment Follow-up 2. Decision Making 3. Prevocational/Remedial Instruction 4. Community Exploration a. Career Field Trips b. Interviews with Business & Industry c. Discussions with Friends & Relatives	continuation . . . 1. Distribute a handout or use the overhead found on page 106. The developmental vocational model addresses I. Awareness and II. Assessment. 2. Review the model and encourage participants to ask questions to ensure their understanding. Participants can also be asked to consider other student discriptors and activities which could have been included on this model. For instance "Basic Vocational Education" could have been used as a student discriptor. 3. Distribute a handout or use the overhead found on page 107. The developmental vocational model addresses III. Orientation/ Exploration. 2. Review the model and encourage participants to ask questions to ensure their understanding. Participants can also be asked to consider other activities which could have been included on this model. For instance Basic Vocational Education could have been used in place of the Prevocational Classes discriptor.

Suggested Lesson Development

Vocational Evaluation and Vocational Counseling

PRESENTATION STEPS	ACTIVITY
D. Vocational Education 1. 4-Year Vocational Plan a. Basic Vocational Education b. Coordinated Vocational-Academic Education c. Mainstream Vocational Courses d. Work/Study Programs e. Special Education Programs 2. 4-Year Academic Plan 3. General Work Experience 4. Exploratory Work 5. Job Skills Training a. Resume Writing b. Interviewing c. Work Habits & Attitudes d. Social Skills e. Money Management E. Employment 1. Job Placement a. Texas Employment Commission b. Texas Rehabilitation Commission c. Continuing Education d. Joint Training Partnership Act e. Work/Study Programs 2. Continuing Education 3. Employment	1. Distribute a handout or use the overhead found on page 108. The developmental vocational model addresses the last stages of the model IV. Vocational Education and V. Employment. 2. Review the model and encourage participants to ask questions to ensure their understanding. Participants can also be asked to consider other activities which could have been included on this model. For instance a specific vocational skills as "household electrical wiring" could have been used in place in section Y under Job Skills.

Suggested Lesson Development

Vocational Evaluation and Vocational Counseling

PRESENTATION STEPS	ACTIVITY
V. Assessment Forms A. Referral Information 1. Referred by 2. Date 3. Date of birth 4. Age 5. Sex 6. Name 7. Address 8. Telephone 9. Parent or Guardian 10. Parent's address 11. Parent's telephone 12. Name of last school attended 13. Dominant language spoken in home 14. Names of siblings 15. Ages of siblings 16. Current achievement levels 17. Diagnostic test results 18. Medical and health information 19. Work history 20. Social worker report 21. Student interview including career goals	1. Distribute a handout or use the overhead entitled **Vocational Counseling Process** found on page 109. Review the flow chart to assist the participants in visualizing the counseling process which students might experience. 2. Distribute a handout or use the overhead found on pages 110-111. The pages contain a sample form used to obtain important information discussed at the time of the initial referral. 3. Ask participants what additional information they would like to gather at the initial referral. For instance one might wish to know if the student is being served by special education.

PRESENTATION STEPS	ACTIVITY
B. Consent for Vocational Assessment I , the parent, guardian, surrogate parent of (student name) GIVE my permission for vocational assessment. (If student is of legal age, he/she may sign giving permission for assessment). I do understand the assessment process and the reasons for its recommendation. I have discussed assessment procedures with school personnel and understand my rights regarding the assessment process. I understand that all information will be confidential and shared by those agencies in which you sign a release of information. I know that I can contact (school counselor's name) for further explanations at (phone number). I understand the my rights include the rights to receive: 1. This and other written notices in the language I understand. 2. Answers from school personnel for additional questions I may have. I have read this form and understand it. I also understand that I may refuse to permit the assessment at this time, that my consent is voluntary, and that I may revoke my consent in writing, at any time prior to the completion of the assessment report. Signatures Dates	1. Distribute a handout or use the overhead entitled **Consent for Vocational Assessment** found on page 112. Review the form emphasizing the need to obtain legal consent prior to any assessments. This is required by Public Law 94-142 Subpart E 300.500.

PRESENTATION STEPS	ACTIVITY
C. Consent for Release of Confidential Information 1. Student 2. School 3. Social Security No. 4. Grade 5. Information to be obtained 6. For the purpose of 7. I grant permission for the release of the following records containing confidential information: a. General education records b. Psychological report c. ARD/IEP Committee report d. Speech assessment report e. Medical records f. Special education records g. Comprehensive assessment report h. Related service report(s) i. On going treatment records j. Other records as listed 8. Data should be sent to: a. School name b. Address c. City, State Zip	1. Distribute a handout or use the overhead entitled **Consent for Release of Confidential Information** found on pages 113-114. Review the form emphasizing the need to obtain legal consent prior to releasing any information about the student. This is required by Public Law 94-142 Subpart E 300.571.

PRESENTATION STEPS	ACTIVITY
9. Check yes only if you agree that the following statements are correct. If the statements are not correct, check no. If you wish to have more information or if you have any questions, please call the staff person indicated below. a. I have been fully informed and do understand the purpose of this request for my consent to release records as described above. This information will be released upon receipt of this written consent. b. I understand that my consent is voluntary and may be revoked at any time prior to action upon this release. c. I understand that this information will be shared confidentially with only those agencies that serve the student's needs (examples: Texas Rehabilitation Commission, Texas Employment Commission, or Adult Basic Education). 10. Signature 11. Date	continuation . . . 1. Distribute a handout or use the overhead entitled **Consent for Release of Confidential Information** found on pages 113-114. Review the form emphasizing the need to obtain legal consent prior to releasing any information about the student. This is required by Public Law 94-142 Subpart E 300.571.

PRESENTATION STEPS	ACTIVITY
D. Parent interview 1. Name of student 2. Date 3. Date of birth 4. Age 5. Mode of contact 6. List some jobs you would like for him/her to have when he/she finishes school. 7. What jobs has he/she held in the past? 8. What are some of the things that would keep him/her from getting a job? 9. What are some of the skills he/she will need to get a job? 10. Does he/she need to go to work as soon as possible? 11. What are his/her vocational strengths? . . . weaknesses? 12. What kind of training would you like for him/her to get? 13. What are some of the things that would keep him/her from getting vocational training? 14. What are some of your expectations while he/she is living at home? 15. What barriers might keep him/her from getting his/her high school diploma?	1. Distribute a handout or use the overhead found on pages 115-116. The pages contain a sample form used to obtain important information discussed during the parent interview. 2. Ask participants what additional information they would like to gather during the parent interview. For instance parental involvement appears to be related to successful programs with students at-risk of dropping out of high school. This may be a good time to establish their involvement.

PRESENTATION STEPS	ACTIVITY
E. Student interview 1. Name 2. Address 3. Date of birth 4. Grade 5. Age 6. Date 7. General information a. What things do you like to do in your spare time? b. What hobbies do you have? c. List two or three things you do well d. List the community group activities in which you have participated or honors you have received. e. What are your future plans? 8. Skill development a. What are your work experiences? b. List the machines or equipment you can operate. c. List vocational training you have received. d. Do you feel you have the skills you need to get the job you want? If not, what do you feel you need? e. What do you feel you can do right now?	1. Distribute a handout or use the overhead found on pages 117-119. The pages contain a sample form used to obtain important information discussed during the student interview. 2. Ask participants what additional information they would like to gather during the student interview. For instance contracting for student involvement in a program appears to be a successful intervention for increasing student retention. This may be a good time to establish program expectations.

PRESENTATION STEPS	ACTIVITY
9. Work goals a. What type of work would you like to do? b. How long do you think it would take to achieve your goal? c. What working conditions do you prefer? i. Work with people ii. Work with things iii. Work with data iv. Work outside v. Work inside vi. Other d. How much money do you want to make? 10. Other comments	continuation . . . 1. Distribute a handout or use the overhead found on pages 117-119. The pages contain a sample form used to obtain important information discussed during the student interview. 2. Ask participants what additional information they would like to gather during the student interview. For instance contracting for student involvement in a program appears to be a successful intervention for increasing student retention. This may be a good time to establish program expectations.

PRESENTATION STEPS	ACTIVITY
F. Develop a student report 1. Physical/Medical a. Condition of Health b. Physical capacities/limitations c. Sensory/motor development d. Vision/hearing e. Modifications f. Medication 2. Social/Interpersonal Relations a. Coping ability - socially/emotionally b. Attitude i. Defiant/Hostile toward school ii. Antisocial toward authority iii. Passive toward constructive criticism iv. Moody v. Aggressive vi. Withdrawn c. Motivation i. Assumes responsibility, maturity ii. Self-control d. Interpersonal relationships i. cooperates with peers/supervisors e. Grooming/Hygiene f. Family background	1. Distribute a handout or use the overhead entitled **Assessment - Develop A Student Profile** found on pages 120-123. The pages contain an outline of information which can be collected during the student vocational assessment. 2. Ask participants what additional information they would like to include in their student assessment profiles. For instance many school districts require teachers to include certain demographic variables on students such as student identification number, ethnicity, grade etc.

PRESENTATION STEPS	ACTIVITY
3. Prevocational/Vocational Background a. Prevocational/vocational experience b. Work history/work study experience c. Self-assessment d. Student interview i. interests ii. goals e. Reported work habits/attitudes 4. Test Results a. Ability levels i. IQ - verbal, performance, full-scale ii. Achievement - reading, math, language iii. Language development - listening & verbal skills iv. Psychological assessment v. Communication skills vi. Attendance vii. Perceptual motor viii. Observation reports	continuation . . . 1. Distribute a handout or use the overhead entitled **Assessment - Develop A Student Profile** found on pages 120-123. The pages contain an outline of information which can be collected during the student vocational assessment. 2. Ask participants what additional information they would like to include in their student assessment profiles. For instance many school districts require teachers to include certain demographic variables on students such as student identification number, ethnicity, grade etc.

PRESENTATION STEPS	ACTIVITY
b. Vocational aptitude i. Mechanical reasoning ii. Spatial relations iii. Verbal reasoning iv. Numerical ability v. Language usage vi. Work knowledge vii. Perceptual speed and accuracy viii. Manual speed and dexterity c. Vocational Interest i. Cluster occupations d. Adaptive behavior/career awareness/work adjustment e. Work sample experience/situational assessment f. Sensory/motor observations g. Learning style	continuation . . . 1. Distribute a handout or use the overhead entitled **Assessment - Develop A Student Profile** found on pages 120-123. The pages contain an outline of information which can be collected during the student vocational assessment. 2. Ask participants what additional information they would like to include in their student assessment profiles. For instance many school districts require teachers to include certain demographic variables on students such as student identification number, ethnicity, grade etc.

PRESENTATION STEPS	ACTIVITY
5. Analysis of Vocational Information a. Predicted vocational competency and productivity including goals and objectives b. Vocational strengths and weaknesses c. Recommendations i. postsecondary ii. modifications iii. Work experience/co-op program iv. Prevocational training v. Community worksite/job tryout d. Vocational objectives with strategies, modifications, and support services	continuation . . . 1. Distribute a handout or use the overhead entitled **Assessment - Develop A Student Profile** found on pages 120-123. The pages contain an outline of information which can be collected during the student vocational assessment. 2. Ask participants what additional information they would like to include in their student assessment profiles. For instance many school districts require teachers to include certain demographic variables on students such as student identification number, ethnicity, grade etc. 3. Distribute a handout or use the overhead entitled **Vocational Assessment Report and Summary** found on pages 124-130. These pages contain a sample form of a vocational assessment report. 4. Ask participants what additional information they would like to include in their vocational reports.

Suggested Lesson Development

Vocational Evaluation and Vocational Counseling

PRESENTATION STEPS	ACTIVITY
G. Vocational Assessment Instruments 1. Achievement a. **The Quick-Score Achievement Test** • General Description: Used primarily as an achievement instrument to measure proficiency achievement instrument to measure proficiency in reading, writing, arithmetic, and factual information relating to science, social studies, health, and language arts. Test items were developed to reflect actual school curricula. b. **Wonderlic Scholastic Level Exam** • General Description: Used primarily to evaluate academic and training potential of students. Benefits students by providing information for appropriate course work and helps place trained students in the work force. 2. Adaptive Behavior a. **My Vocational Situation** • General Description: Used primarily as a counseling tool for job development. Helps identify difficulties with the lack of vocational identity, lack of information or training, and/or environmental or personal problems that may be creating a barrier for making job decisions.	1. Distribute a handout or use the overhead entitled **Vocational Assessment Instruments** found on pages 131-136. The pages contain brief discriptions of several vocational tests and surveys. 2. Ask participants what tests or surveys they believe will best serve their population. 3. Ask participants how they might use the information gathered during the assessment to guide the student in their vocational development. 4. Allow participants to examine examples of the tests and surveys when possible.

PRESENTATION STEPS	ACTIVITY
b. **Personal Problems Checklist** • General Description: Used primarily as a counseling tool to help identify areas of concern related to: social, appearance, vocational, family and home, school, finances, religion, emotions, sex, legal, health, and habits, attitudes, and crisis. 3. Aptitude Measures a. **APTICOM** • General Description: Used primarily as an aptitude/interest measure for disadvantaged and handicapped clients. Incorporates a computer to analyze results based on the General Aptitude Test Battery (GATB) of the U.S. Department of Labor Employment Service. The profile generated yields an aptitudes plus eye-hand coordination. b. **Career Ability Placement Survey (CAPS)** • General Description: Used primarily as an aptitude test for students grades 7 through 12 and adults. The instrument assesses potential for success in specific occupations. Eight tests measure mechanical reasoning, spatial relations, verbal reasoning, numerical ability, language usage, world knowledge, perceptual speed and accuracy, and manual speed and dexterity. Results are linked to the Dictionary of Occupational Titles (DOT) and the Occupational Outlook Handbook (OOH).	continuation . . . 1. Distribute a handout or use the overhead entitled **Vocational Assessment Instruments** found on pages 131-136. The pages contain brief discriptions of several vocational tests and surveys. 2. Ask participants what tests or surveys they believe will best serve their population. 3. Ask participants how they might use the information gathered during the assessment to guide the student in their vocational development. 4. Allow participants to examine examples of the tests and surveys when possible.

PRESENTATION STEPS	ACTIVITY
c. **Employee Aptitude Survey** • General Description: Used primarily for employee selection and career planning. The survey measures 10 ability areas: verbal comprehension, numerical ability, visual pursuit, visual speed and accuracy, space visualization, numerical reasoning, verbal reasoning, word fluency, manual speed and accuracy, and symbolic reasoning. d. **Occupational Aptitude Survey and Interests Schedule (OASIS)** • General Description: Used primarily as an aptitude and interest survey for students in grades 8 through 12. The aptitude portion includes measures in verbal, numerical, spatial, perceptual, and general ability. The interest portion includes items to measure 12 interest scales. The OASIS is most appropriate for group use and is intended to provide a short and easy inventory for aptitude and interest. e. **Wonderlic Personnel Test** • General Description: Used primarily for testing adults in business and industrial settings to improve selection and placement. The test can be administered to groups in 12 minutes and yields information on verbal, math, analytic, and spatial relations items.	continuation . . . 1. Distribute a handout or use the overhead entitled **Vocational Assessment Instruments** found on pages 131-136. The pages contain brief discriptions of several vocational tests and surveys. 2. Ask participants what tests or surveys they believe will best serve their population. 3. Ask participants how they might use the information gathered during the assessment to guide the student in their vocational development. 4. Allow participants to examine examples of the tests and surveys when possible.

PRESENTATION STEPS	ACTIVITY
f. **McCarron-Dial Evaluation System** • General Discription: Used primarily to assess a variety of functional abilities. It can be used with non-readers and low IQ individuals. The assessment consists of three broad components: 1] paper and pencil, 2] visual discrimination, and 3] gross motor testing. g. **ValPar Micro-Computer Evaluation And Assignment (MESA)** • General Discription: Used primarily as a vocational screening and assessment that has hands-on computer activites. The MESA compares individual performances to D.O.T. qualifications.	continuation . . . 1. Distribute a handout or use the overhead entitled **Vocational Assessment Instruments** found on pages 131-136. The pages contain brief discriptions of several vocational tests and surveys. 2. Ask participants what tests or surveys they believe will best serve their population. 3. Ask participants how they might use the information gathered during the assessment to guide the student in their vocational development. 4. Allow participants to examine examples of the tests and surveys when possible.

PRESENTATION STEPS	ACTIVITY
4. Interest/Value Measures a. **Career Occupation Preference System (COPS)** • General Description: Used primarily as an interest inventory for junior high through college and adult populations including upper range MR and LD students. COPS is designed to help clients with career development and decision making. Results are reported in job clusters for professional and skilled levels and keyed to the DOT and the OOH. b. **Career Orientation Placement and Evaluation Survey (COPES)** • General Description: Used primarily as a work values scale for students 7th grade through college including adults. The values measured include investigative, independence, leadership, orderliness, recognition, aesthetic, and social, practical. c. **Reading Free Vocational Interest Inventory (R-FVII)** • General Description: Used primarily as an interest inventory for persons who are mentally retarded and/or learning disabled from ages 13 through adult. It is a nonreading vocational preference inventory that looks at 11 interest areas: automotive, building trades, clerical, animal care, food services, patient care, horticulture, housekeeping, personal services, laundry services, and materials handling.	continuation . . . 1. Distribute a handout or use the overhead entitled **Vocational Assessment Instruments** found on pages 131-136. The pages contain brief discriptions of several vocational tests and surveys. 2. Ask participants what tests or surveys they believe will best serve their population. 3. Ask participants how they might use the information gathered during the assessment to guide the student in their vocational development. 4. Allow participants to examine examples of the tests and surveys when possible.

PRESENTATION STEPS	ACTIVITY
d. **Career Assessment Survey Exploration (CASE)** • General Description: Used primarily as an occupational interest inventory for individuals age 14 years and older. It uses both an audio/visual presentation. e. **Pictorial Inventory of Careers (PIC)** • General Description: Used primarily as a vocational interest assessment correlated to Department of Trasportation (D.O.T.) standards. It takes approximately 20 minutes to complete the filmstrip/cassette presentation. It is hand scored. f. **Self-Directed Search (SDS)** • General Description: Used primarily as an interest inventory specializing in personality types of people and jobs. It provides opportunities to explore appropriate career choices through various counseling activities. The scales include: realistic, investigative, artistic, social, enterprising, and conventional. The inventory also includes a self-assessment inventory consisting of occupational daydreams, activities, competencies, occupations, and self-estimates.	continuation . . . 1. Distribute a handout or use the overhead entitled **Vocational Assessment Instruments** found on pages 131-136. The pages contain brief discriptions of several vocational tests and surveys. 2. Ask participants what tests or surveys they believe will best serve their population. 3. Ask participants how they might use the information gathered during the assessment to guide the student in their vocational development. 4. Allow participants to examine examples of the tests and surveys when possible.

PRESENTATION STEPS	ACTIVITY
5. Combined Instruments and Work Samples a. **Singer Vocational Evaluation System (SINGER)** • General Description: Used primarily as work samples for ages 17- 30 and special needs populations. The set will consist of 18 work samples including drafting, plumbing, masonry, sheet metal type, and small engine repair. The SINGER is used for vocational assessment and occupational exploration. Each work sample is self-contained in a carrel with self-paced audio-visual instructions. 6. Work Adjustment a. **Career Awareness Inventory (CAI)** • General Description: Used primarily for assessing overall occupational awareness andevaluating the effectiveness of instructional programs. Appropriate ages range from elementary through high school. The instrument has been used in a pretest/posttest setting for program evaluation.	continuation . . . 1. Distribute a handout or use the overhead entitled **Vocational Assessment Instruments** found on pages 131-136. The pages contain brief discriptions of several vocational tests and surveys. 2. Ask participants what tests or surveys they believe will best serve their population. 3. Ask participants how they might use the information gathered during the assessment to guide the student in their vocational development. 4. Allow participants to examine examples of the tests and surveys when possible.

PRESENTATION STEPS	ACTIVITY
b. **Program for Assessing Youth Employment Skills (PAYES)** • General Description: Used primarily as an adaptive behavior measure that assesses young adults with low verbal skills who are currently involved with work training and/or vocational education. The instrument provides as structured approach to helping diagnose and develop skills relating to job attitudes, job knowledge, and vocational interest. Measures are contained in three booklets. Booklet I includes: Job Holding Skills, Attitude Toward Supervisors, Self Confidence. Booklet II includes: Job Knowledge, Job Seeking Skills, and Practical Reasoning. Booklet III includes: Seven interest areas: Clerical, Service, Business, Technical, Aesthetic, Outdoor, and Science. c. **Vocational Opinion Index** • General Description: Used primarily for disadvantaged vocational trainees in defining ones attitudes, perceptions, and motivation related to the client's ability to obtain and maintain a job.	continuation . . . 1. Distribute a handout or use the overhead entitled **Vocational Assessment Instruments** found on pages 131-136. The pages contain brief discriptions of several vocational tests and surveys. 2. Ask participants what tests or surveys they believe will best serve their population. 3. Ask participants how they might use the information gathered during the assessment to guide the student in their vocational development. 4. Allow participants to examine examples of the tests and surveys when possible.

A MASTER PLAN FOR VOCATIONAL EDUCATION

SECONDARY AND POST SECONDARY

I. Mission of Public Education in Texas

1. Build knowledge base for lifelong learning.
2. Knowledge of citizenship and economic responsibilities.
3. Live and work in a changing future.
4. Awareness of a broad range of career opportunities and "occupationally relevant education".

II. Basic Principles

1. Education must prepare for productive lives.
2. Prioritize academic foundations.
3. Bridge the gap between academic and vocational education.
4. Flexible curriculum.
5. Adaptable curriculum with emphasis on students with special needs.
6. Accountable system for developing career opportunities.
7. Curb adult illiteracy.

III. Post Secondary Master Plan for Vocational Education

1. Increase service to special needs populations through assessment, advisement, academic and career counseling, placement, and follow-up.

2. **Provide an effective career development program including career information and planning data, counseling, academic and educational advisement, assessment and testing, placement, financial aid, and student and employer follow-up.**
3. **Provide an array of programs for target populations including the basic skills required for occupational goals and social/attitudinal skills that enhance employability.**
4. **Enhance student support services.**
5. **Increase the development for 2 + 2 programs in the following areas by 1991.**

   Health Careers Education

   Business Technologies

   Agriculture Technologies

   Computer Technologies

   Engineer Technologies

   Personal and Protective Services

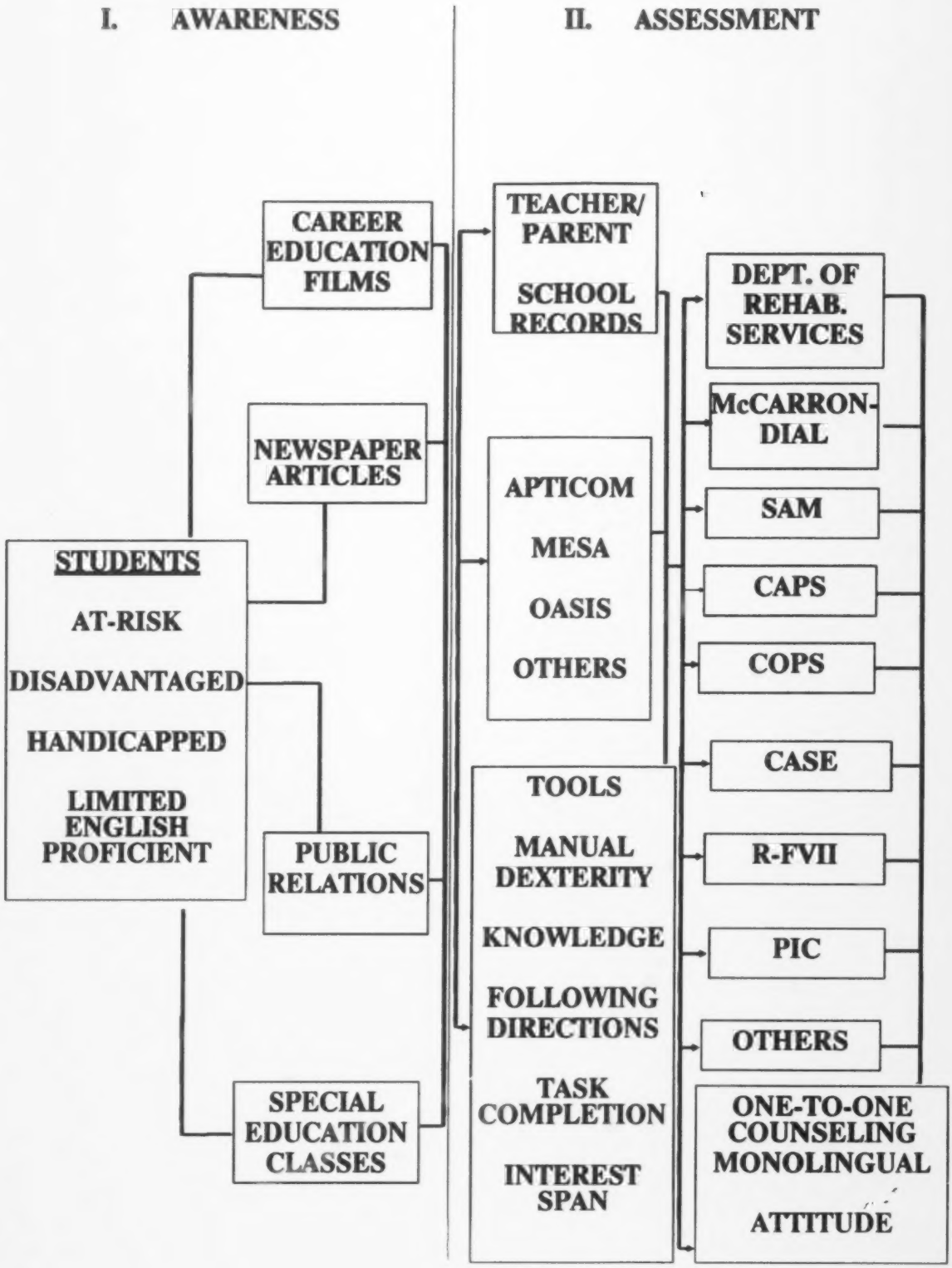
   Automated Manufacturing Technologies

   Transportation Technologies

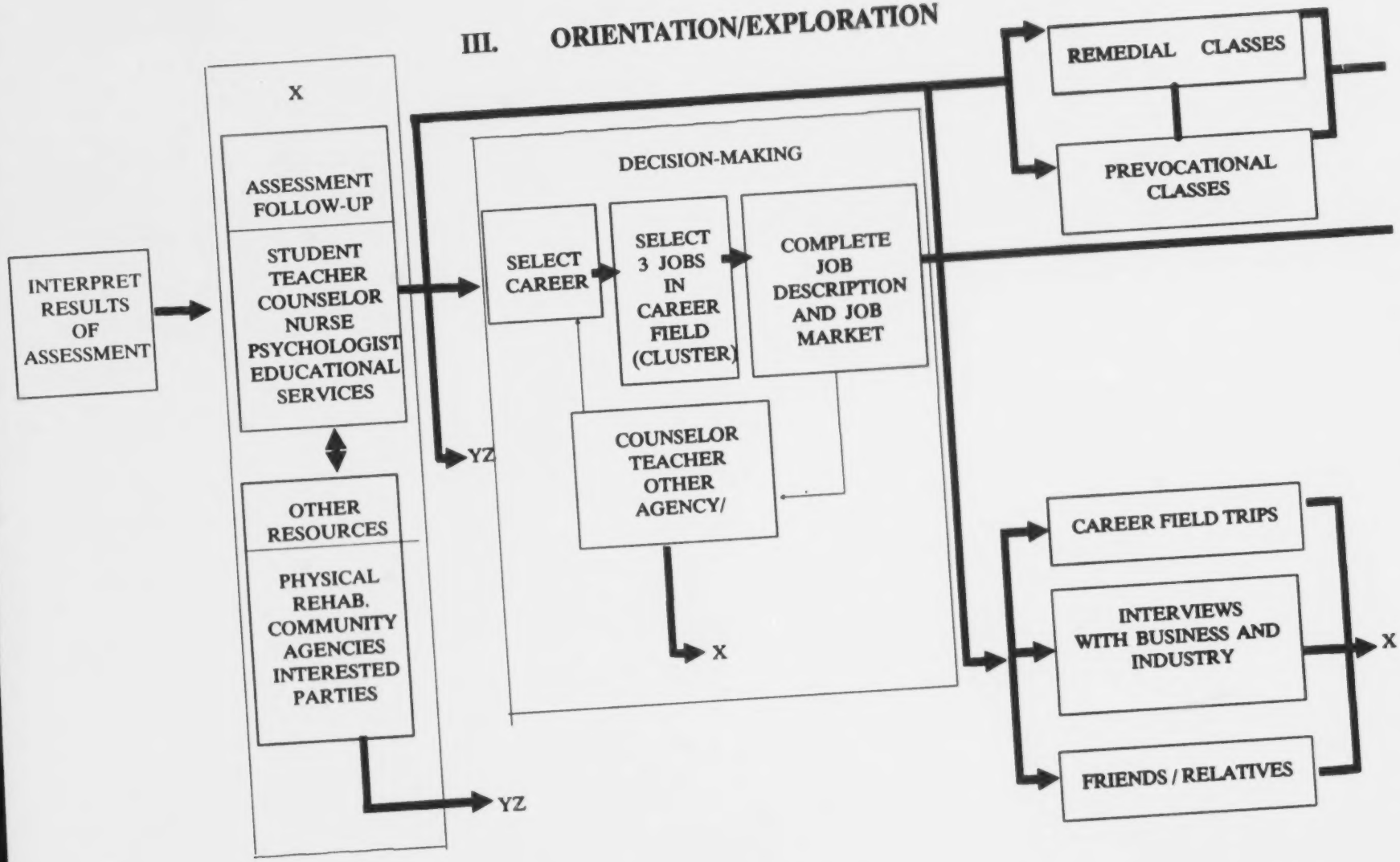
   Telecommunications

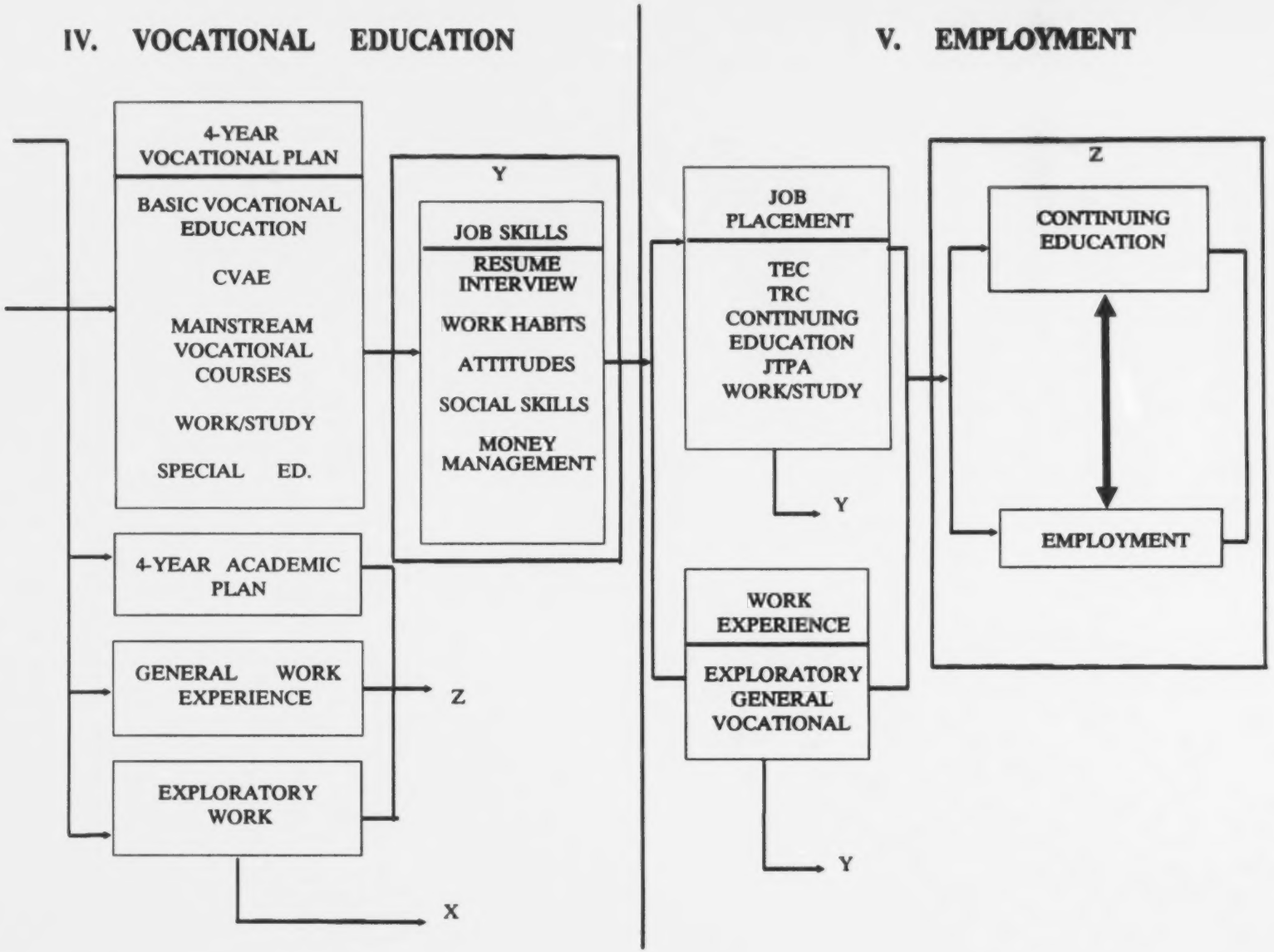
   Construction Tech

   Food Tech

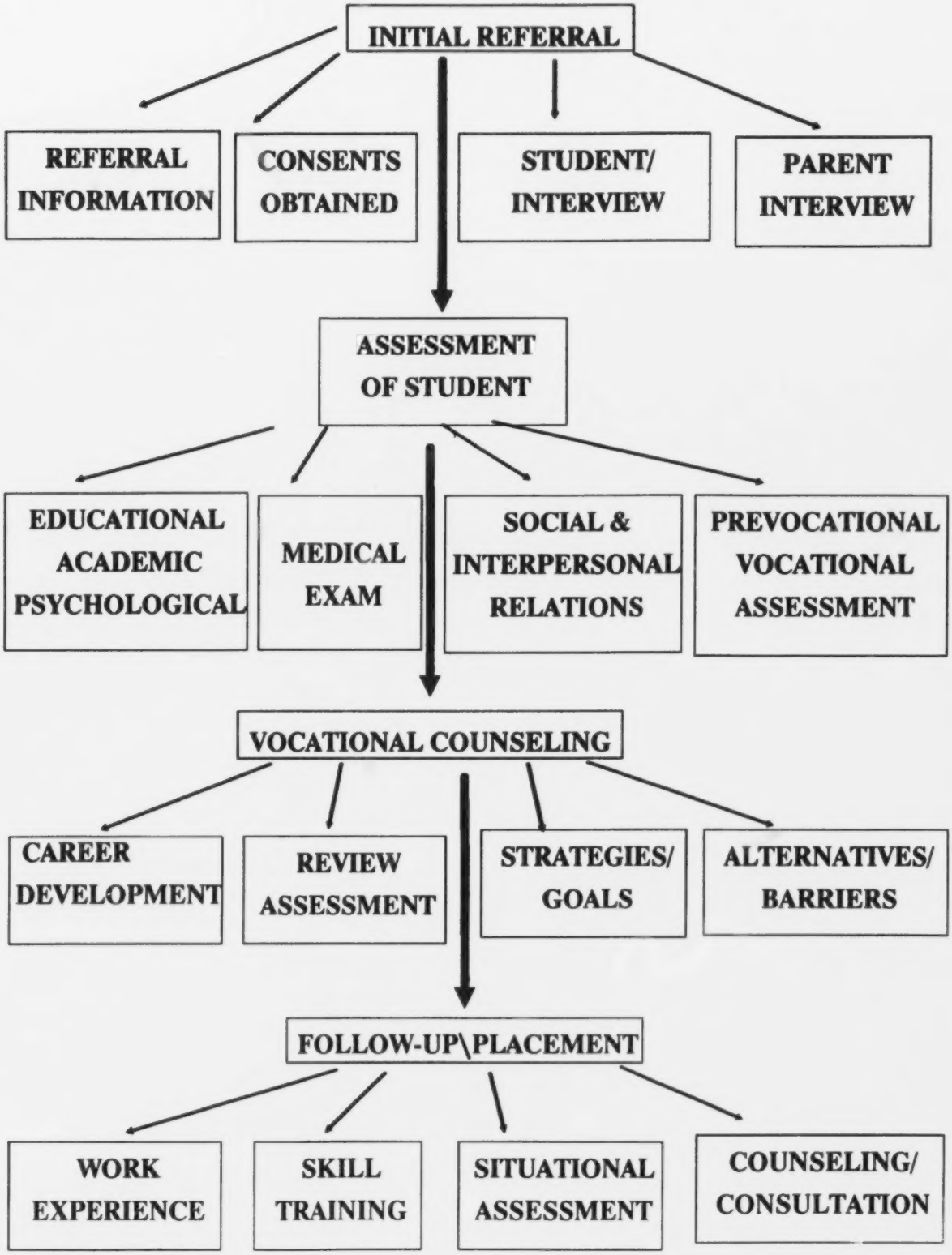

I. AWARENESS
II. ASSESSMENT
CAREER EDUCATION FILMS
NEWSPAPER ARTICLES
STUDENTS
AT-RISK
DISADVANTAGED
HANDICAPPED
LIMITED ENGLISH PROFICIENT
PUBLIC RELATIONS
SPECIAL EDUCATION CLASSES
TEACHER/ PARENT
SCHOOL RECORDS
APTICOM
MESA
OASIS
OTHERS
TOOLS
MANUAL DEXTERITY
KNOWLEDGE
FOLLOWING DIRECTIONS
TASK COMPLETION
INTEREST SPAN
DEPT. OF REHAB. SERVICES
McCARRON-DIAL
SAM
CAPS
COPS
CASE
R-FVII
PIC
OTHERS
ONE-TO-ONE COUNSELING
MONOLINGUAL
ATTITUDE

III. ORIENTATION/EXPLORATION




IV. VOCATIONAL EDUCATION
V. EMPLOYMENT
4-YEAR VOCATIONAL PLAN
BASIC VOCATIONAL EDUCATION
CVAE
MAINSTREAM VOCATIONAL COURSES
WORK/STUDY
SPECIAL ED.
Y
JOB SKILLS
RESUME INTERVIEW
WORK HABITS
ATTITUDES
SOCIAL SKILLS
MONEY MANAGEMENT
4-YEAR ACADEMIC PLAN
GENERAL WORK EXPERIENCE
Z
EXPLORATORY WORK
X
JOB PLACEMENT
TEC
TRC
CONTINUING EDUCATION
JTPA
WORK/STUDY
Y
WORK EXPERIENCE
EXPLORATORY
GENERAL
VOCATIONAL
Y
Z
CONTINUING EDUCATION
EMPLOYMENT

VOCATIONAL COUNSELING PROCESS



School Name

Address

City, State Zip

Phone

Referral Information

Referred by _____ Date_____

Date of birth _____

Age_____

Sex _____

I. Name: _____

Address: _____

Telephone: _____

Reason for referral: _____

II. Parent or Guardian: _____

Address: _____

Telephone: _____

III. Name and address of last school attended: _____

_____

_____

Dominant language spoken in the home: _____

Names & Ages of siblings: _____

_____

_____

Referral Information

Page 2

IV. Current achievement levels: _____

~~Diagnostic test result:~~

Test: _____ Date: _____

Results: _____

_____

_____

Medical and health information: _____

_____

_____

Work history: _____

_____

_____

Social worker report: _____

_____

_____

_____

Student interview including career goals: _____

_____

_____

_____

School Name

Address

City, State Zip

Phone

Consent for Vocational Assessment

I, the parent, guardian, surrogate parent, of (student name) GIVE my permission for vocational assessment. (If student is of legal age, he/she may sign giving permission for assessment). I do understand the assessment process and the reasons for its recommendation.

I have discussed assessment procedures with school personnel and understand my rights regarding the assessment process. I understand that all information will be confidential and shared by those agencies in which you sign a release of information. I know that I can contact (school counselor's name) for further explanations at (phone number). I understand that my rights include the rights to receive:

1. This and other written notices in the language I understand.

2. Answers from school personnel for additional questions I may have.

I have read this form and understand it. I also understand that I may refuse to permit the assessment at this time, that my consent is voluntary, and that I may revoke my consent in writing, at any time prior to the completion of the assessment report.

_____ _____

Signature of parent/guardian/surrogate parent Date

_____ _____

Signature of staff providing information & explanation Date

_____ _____

Signature of interpreter, if used Date

School Name

Address

City, State Zip

Phone

Consent for Release of Confidential Information

Student:_____ School_____

Date of Birth _____ Grade_____

Social Security # _____

Information to be obtained from _____

_____

_____

_____

for the purpose of _____

_____

I grant permission for the release of the following records containing confidential information:

____ general education records

____ psychological report

____ ARD/IEP Committee report

____ speech assessment report

____ medical records

____ special education records

____ comprehensive assessment report

____ related service report(s)

____ on going treatment records

____ other records as listed

Data should be sent to: School Name

Address

City, State Zip

Consent for Release of Confidential Information

Page 2

Check yes only if you agree that the following statements are correct. If the statements are not correct, check no. If you wish to have more information or if you have any questions, please call the staff person indicated below.

YES	NO	
____	____	I have been fully informed and do understad the purpose of this request for my consent to release records as descriped on the previous page. This information will be released upon receipt of this written consent.
____	____	I understand thay my consent is voluntary and may be revoked at any time prior to action upon this release.
____	____	I understand that this information will be shared confidentially with only those agencies that serve the student's needs (examples: Texas Rehabilitation Commission, Texas Employment Commission, or Adult Basic Education).

_____ _____

Signature of parent, guardian, or student (age 18 or older) Date

_____ _____

Signature of interpreter, if used Date

Please return this form to: _____

Phone #: _____

School Name

Address

City, State Zip

Phone

Parent Interview

Name of Student _____ Date_____

Date of Birth _____ Age _____ Mode of Contact_____

1. List some jobs you would like for him/her to have when he/she finishes school.

_____

_____

2. What jobs has he/she held in the past? _____

_____

3. What are some of the things that would keep him/her from getting a job?

_____

_____

4. What are some of the skills he/she will need to get a job? _____

_____

5. Does he/she need to go to work as soon as possible? _____

_____

6. What are his/her vocational strengths? Weaknesses

Strengths	Weaknesses
_____	_____ _____
_____	_____
_____	_____

7. What kind of training would you like for him/her to get? _____

_____

8. What are some of the things that would keep him/her from getting vocational training?

_____

_____

9. What are some of your expectations while he/she is living at home? _____

_____

_____

10. What barriers might keep him/her from getting his/her high school diploma?

_____

_____

School Name

Address

City, State Zip

Phone

Student Interview for Vocational Evaluation

Name_____ Grade_____

Address_____ Age_____

Date of Birth_____ Date_____

I. General Information

1. What things do you like to do in your spare time?

_____

_____

2. What hobbies do you have?

_____

_____

3. List two or three things you do well.

_____

_____

4. List the community group activities in which you have participated or honors you have received.

_____

_____

5. What are your future plans?

_____

_____

II. Skill Development

1. What are your work experiences?

_____

_____

2. List the machines or equipment you can operate.

_____

_____

3. List vocational training you have received.

_____

_____

4. Do you feel you have the skills you need to get the job you want?

_____

If not, what do you feel you need?

_____

_____

5. What do you feel you can do right now?

_____

_____

III. Work Goals

1. What type of work would you like to do?

_____

_____

2. How long do you think it would take to achieve your goal?

_____

3. What working conditions do you prefer?

work with people_____

work with things_____

work with data_____

work outside_____

work inside_____

other_____

4. How much money do you want to make?

_____

IV. Other comments

_____

_____

_____

ASSESSMENT - DEVELOP A STUDENT PROFILE

I. Physical/Medical

- A. Condition of Health
- B. Physical capacities/limitations
- C. Sensory/motor development
- D. Vision/hearing
- E. Modifications
- F. Medication

II. Social/Interpersonal Relations

- A. Coping ability - socially/emotionally
- B. Attitude
  1. Defiant/Hostile - toward school
  2. Antisocial - toward authority
  3. Passive - toward constructive criticism
  4. Moody
  5. Aggressive
  6. Withdrawn
- C. Motivation
  1. Assumes responsibility, maturity
  2. Self-control
- D. Interpersonal relationships
  1. cooperates with peers/supervisors
- E. Grooming/Hygiene
- F. Family background

ASSESSMENT - DEVELOP A STUDENT PROFILE

III. Prevocational/Vocational Background

A. Prevocational/vocational experience

B. Work history/work study experience

C. Self-assessment

D. Student interview

1. interests
2. goals

E. Reported work habits/attitudes

IV. Test Results

A. Ability levels

1. IQ - verbal, performance, full-scale
2. Achievement - reading, math, language
3. Language development-listening and verbal skills
4. Psychological assessment
5. Communication skills
6. Attendance
7. Perceptual motor
8. Observation reports

ASSESSMENT - DEVELOP A STUDENT PROFILE

B. Vocational Aptitude

1. Mechanical reasoning
2. Spatial relations
3. Verbal reasoning
4. Numerical ability
5. Language usage
6. Work knowledge
7. Perceptual speed and accuracy
8. Manual speed and dexterity

C. Vocational Interest

1. Cluster occupations

D. Adaptive behavior/career awareness/work adjustment

E. Work sample experience/situational assessment

F. Sensory/motor observations

G. Learning style

V. Analysis of Vocational Information

A. Predicted vocational competency and productivity including goals and objectives

B. Vocational strengths and weaknesses

ASSESSMENT - DEVELOP A STUDENT PROFILE

C. Recommendations

1. **postsecondary**
2. **modifications**
3. **Work experience/co-op program**
4. **Prevocational training**
5. **Community worksite/job tryout**

D. Vocational objectives with strategies, modifications, and support services

School Name

Address

City, State Zip

Phone

Vocational Assessment Report and Summary

Name _____ Grade _____

Address _____ Date of Assessment _____

_____ Examiner _____

Telephone _____

Date of Birth _____

Chronological Age _____

Referral Information _____

_____

_____

I. Background Information - Physical/Medical Component

1. Reported condition of general health: _____

_____

2. Reported physical capacities/limitations (i.e. strength, stamina, chronic illness, physical disabilities, etc.): _____

_____

3. Sensory/Motor development including fine and gross motor skills:

_____

_____

_____

4. Vision/Hearing ability: _____

_____

5. Modifications needed in classroom/laboratory/job situations:

_____

_____

6. Is the student currently taking medication? _____

_____

7. Other information: _____

_____

_____

_____

II. Social/Interpersonal Relations Component

1. Ability to cope socially and emotionally in the classroom/laboratory/job situation:

_____

_____

2. Attitude adjustment: _____

_____

_____

_____

_____

3. Level of motivation: _____

_____

4. Behavioral observations: _____ _____

_____

5. Teacher/peer relationships: _____

_____

6. Personal/grooming hygiene: _____

_____

7. General family background: _____

_____

8. Other information _____

_____

_____

_____

_____

_____

III. Prevocational/Vocational Background Information Component

1. Prevocational/Vocational background experience: _____

_____

_____

2. Work history/Work study experience: _____

_____

3. Student self-assessment (Ex., analysis of abilities, limitations, projected lifestyle):

_____

_____

_____

4. Results of student interview

Student interest: _____

Career goal: _____

5. Reported work habits/attitudes: _____

_____

IV. Vocational Test Results Component

1. Sources of information:

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. Academic levels/IQ levels

IQ	Notes:
Verbal:_____	_____
Performance:_____	_____
Composite:_____	_____
Academic Levels	
Reading: _____	_____
Math: _____	_____
Language: _____	_____
Other:_____	_____

3. Vocational aptitude results: _____

Area	Stanine	Percentile

4. Vocational interest inventory results: _____

_____

_____

_____

5. Adaptive behavior/career awareness/work adjustment results: _____

_____

_____

6. Work sample experience/situational assessment results: _____

_____

_____

_____

7. Other vocational test results: _____

_____

_____

8. Sensory/Motor observations/results: _____

_____

_____

9. Student preferred learning sytle(s): _____

_____

_____

V. Analysis of Vocational Information

1. Predicted vocational competency and productivity including goals and objectives:

_____

_____

_____

_____

_____

2. **Vocational Strengths** **Vocational Limitations**

3. **Recommendations**

   a. **Post Secondary/Community college program (specify):** _____

   b. **Regular vocational program with modifications:**

   c. **Work experience/Co-op program:** _____

   d. **Further vocational exploration:** _____

   e. **Prevocational training:** _____

   f. **Community worksite/job tryout:** _____

VI. Vocational Objectives Strategies Modifications Support Services

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Vocational Evaluator

VOCATIONAL ASSESSMENT INSTRUMENTS

These instruments are intended for use with vocational clients. All of the instruments will probably not be used with any one client. Selection of the instruments used will depend on the client's need. However, aptitude, interest/value, and adaptive behavior/work adjustment instruments will be the general scope of the tests used for each vocational client.

Instruments

I. Achievement

A. The Quick-Score Achievement Test

General Description: Used primarily as an achievement instrument to measure proficiency achievement instrument to measure proficiency in reading, writing, arithmetic, and factual information relating to science, social studies, health, and language arts. Test items were developed to reflect actual school curricula.

B. Wonderlic Scholastic Level Exam

General Description: Used primarily to evaluate academic and training potential of students. Benefits students by providing information for appropriate course work and helps place trained students in the work force.

II. Adaptive Behavior

A. My Vocational Situation

General Description: Used primarily as a counseling tool for job development. Helps identify difficulties with the lack of vocational identity, lack of information or training, and/or environmental or personal problems that may be creating a barrier for making job decisions.

VOCATIONAL ASSESSMENT INSTRUMENTS

B. Personal Problems Checklist

General Description: Used primarily as a counseling tool to help identify areas of concern related to: social, appearance, vocational, family and home, school, finances, religion, emotions, sex, legal, health, and habits, attitudes, and crisis.

III.Aptitude Measures

A. APTICOM

General Description: Used primarily as an aptitude/interest measure for disadvantaged and handicapped clients. Incorporates a computer to analyze results based on the General Aptitude Test Battery (GATB) of the U.S. Department of Labor Employment Service. The profile generated yields an aptitudes plus eye-hand coordination.

B. Career Ability Placement Survey (CAPS)

General Description: Used primarily as an aptitude test for students grades 7 through 12 and adults. The instrument assesses potential for success in specific occupations. Eight tests measure mechanical reasoning, spatial relations, verbal reasoning, numerical ability, language usage, world knowledge, perceptual speed and accuracy, and manual speed and dexterity. Results are linked to the Dictionary of Occupational Titles (DOT) and the Occupational Outlook Handbook (OOH).

C. Employee Aptitude Survey

General Description: Used primarily for employee selection and career planning. The survey measures 10 ability areas: verbal comprehension, numerical ability, visual pursuit, visual speed and accuracy, space visualization, numerical reasoning, verbal reasoning, word fluency, manual speed and accuracy, and symbolic reasoning.

VOCATIONAL ASSESSMENT INSTRUMENTS

D. Occupational Aptitude Survey and Interests Schedule (OASIS)

General Description: Used primarily as an aptitude and interest survey for students in grades 8 through 12. The aptitude portion includes measures in verbal, numerical, spatial, perceptual, and general ability. The interest portion includes items to measure 12 interest scales. The OASIS is most appropriate for group use and is intended to provide a short and easy inventory for aptitude and interest.

E. Wonderlic Personnel Test

General Description: Used primarily for testing adults in business and industrial settings to improve selection and placement. The test can be administered to groups in 12 minutes and yields information on verbal, math, analytic, and spatial relations items.

F. McCarron-Dial Evaluation System

General Description: Used primarily to assess a variety of functional abilities. It can be used with non-readers and low IQ individuals. The assessment consists of three broad components: 1] paper and pencil, 2] visual discrimination, and 3] gross motor testing.

G. ValPar Micro-Computer Evaluation And Assignment (MESA)

General Description: Used primarily as a vocational screening and assessment that has hands-on computer activities. The MESA compares individual performances to D.O.T. qualifications.

VOCATIONAL ASSESSMENT INSTRUMENTS

IV. Interest/Value Measures

A. Career Occupation Preference System (COPS)

General Description: Used primarily as an interest inventory for junior high through college and adult populations including upper range MR and LD students. COPS is designed to help clients with career development and decision making. Results are reported in job clusters for professional and skilled levels and keyed to the DOT and the OOH.

B. Career Orientation Placement and Evaluation Survey (COPES)

General Description: Used primarily as a work values scale for students 7th grade through college including adults. The values measured include investigative, independence, leadership, orderliness, recognition, aesthetic, and social, practical.

C. Reading Free Vocational Interest Inventory (R-FVII)

General Description: Used primarily as an interest inventory for persons who are mentally retarded and/or learning disabled from ages 13 through adult. It is a nonreading vocational preference inventory that looks at 11 interest areas: automotive, building trades, clerical, animal care, food services, patient care, horticulture, housekeeping, personal services, laundry services, and materials handling.

D. Career Assessment Survey Exploration (CASE)

General Description: Used primarily as an occupational interest inventory for individuals age 14 years and older. It uses both an audio/visual presentation.

VOCATIONAL ASSESSMENT INSTRUMENTS

E. Pictorial Inventory of Careers (PIC)

General Description: Used primarily as an vocational interest assessment correlated to Department of Transportation (D.O.T.) standards. It takes approximately 20 minutes to complete the filmstrip/cassette presentation. It is hand scored.

F. Self-Directed Search (SDS)

General Description: Used primarily as an interest inventory specializing in personality types of people and jobs. It provides opportunities to explore appropriate career choices through various counseling activities. The scales include: realistic, investigative, artistic, social, enterprising, and conventional. The inventory also includes a self-assessment inventory consisting of occupational daydreams, activities, competencies, occupations, and self-estimates.

V. Combined Instruments and Work Samples

A. Singer Vocational Evaluation System (SINGER)

General Description: Used primarily as work samples for ages 17- 30 and special needs populations. The set will consist of 18 work samples including drafting, plumbing, masonry, sheet metal type, and small engine repair. The SINGER is used for vocational assessment and occupational exploration. Each work sample is self-contained in a carrel with self-paced audio-visual instructions.

VI. Work Adjustment

A. Career Awareness Inventory (CAI)

General Description: Used primarily for assessing overall occupational awareness andevaluating the effectiveness of instructional programs. Appropriate ages range from elementary through high school. The instrument has been used in a pretest/posttest setting for program evaluation.

B. Program for Assessing Youth Employment Skills (PAYES)

General Description: Used primarily as an adaptive behavior measure that assesses young adults with low verbal skills who are currently involved with work training and/or vocational education. The instrument provides as structured approach to helping diagnose and develop skills relating to job attitudes, job knowledge, and vocational interest. Measures are contained in three booklets. Booklet I includes: Job Holding Skills, Attitude Toward Supervisors, Self Confidence. Booklet II includes: Job Knowledge, Job Seeking Skills, and Practical Reasoning. Booklet III includes: Seven interest areas: Clerical, Service, Business, Technical, Aesthetic, Outdoor, and Science.

C. Vocational Opinion Index

General Description: Used primarily for disadvantaged vocational trainees in defining ones attitudes, perceptions, and motivation related to the client's ability to obtain and maintain a job.